



**COURSE
GUIDE**

**LIS 323
ACADEMIC INFORMATION SYSTEM AND SERVICES**

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INTRODUCTION

LIS 323: Academic Information System and Services is a first semester course with 2 credit unit which is compulsory for all the undergraduate students in the Department of Library and Information Science at the University. The course zeros in on the three key campus subsystems of information viz; the University Library, the University Press, and the University Bookstore. It examines their organisation and functions within the overall campus structure of learning and research.

COURSE AIM

The aim of the course is to provide the student with a comprehensive view of the workings of the learning, research, and information environment of academia.

COURSE OBJECTIVES

To achieve the above aim, some course objectives must be considered. Each unit of this study material has specific objectives which will guide you in checking on your progress while you do your study. However, by the end of this course, you should be able to:

- define the concept of university
- discuss the organisation/administrative structure of Nigerian university
- discuss the historical overview of Nigerian university
- discuss the benefits of university education
- define the concept of culture
- explain the areas that depict the culture of a university
- define the concept of academic library
- discuss the purpose of the academic library
- state the functions of the university library
- justify the selection policy of a university library
- discuss the academic library services
- discuss the paradigm shift in the academic library services
- discuss the application of ICT in academic library services
- discuss an overview of the university press
- explain the types of materials published in the university press
- discuss the book acquisition process and academic quality
- explain the university press as a gatekeeper
- discuss university press and the society
- discuss university press and scholarship
- define information system
- discuss information feedback mechanism

- explain the components of the information system
- discuss the problems of information system
- define Academic Information System
- justify the Academic Information System (AIS)
- explain the features of the Academic Information System (AIS)
- list the advantages and disadvantages of Academic Information System
- explain the planning of and organisation of the information system
- describe the system setup
- discuss the implementation of Academic Information System

WORKING THROUGH THIS COURSE

To successfully complete this course, you must read through the modules and carefully read the units. It is important to do all the practical exercises and assessments, open and read the links provided by double-clicking on them as well as reading the recommended textbooks. It is pertinent to fully participate in the online facilitation going on in your study centre.

Each study unit has an introduction, intended learning outcomes, the main content, summary, conclusion, and references/further readings, informing you in a nutshell what you studied in the unit. Above all, there will be an evaluation to test your understanding of the course. This is called the Tutor-Marked Assignment (TMA). You can download the courseware into your device so that you can study it whenever you are offline.

ASSESSMENT

There are two main forms of assessments, namely: Formative and Summative. The Formative Assessment at the end of every unit of study will enable you to evaluate your learning output. The University uses the Summative Assessments to evaluate your academic performance in the courseware you studied. The Summative Assessment which is a Computer-Based Test (CBT) is made up of objectives and sub-objective questions. There are 3 continuous assessments, 10% each, and the final examination is based on 70%. You are required to participate in all the computer-based tests and final examinations.

STUDY UNITS

There are 17 study units in this course, which are divided into five modules. The modules and units are presented as follows:

Module 1 Higher Education Institutions of Learning

- Unit 1 Concept of a University
- Unit 2 The Historical Overview of Nigerian Universities

Unit 3 Culture of the University System
Module 2 University Subsystems of Information

- Unit 1 University Library
 Unit 2 University Press
 Unit 3 University Bookstore

Module 3 Academic Information System

- Unit 1 Concept Information System
 Unit 2 Concept of Academic Information System
 Unit 3 Academic Information and Management System
 Unit 4 Management of Academic Information System in Higher Education

Module 4 Academic Information Services

- Unit 1 Information Services
 Unit 2 Academic Information Services
 Unit 3 Academic Information Services in the Library
 Unit 4 Marketing of Academic Information Services

PRESENTATION SCHEDULE

The presentation schedule gives you the important dates for the completion of your computer-based tests, participation in forum discussions and facilitation. Remember, you are to submit all your assignments at the appropriate time. You should guard against delays and plagiarisms in your work. Plagiarism is a criminal offence in academics and it attracts a heavy penalty.

ASSESSMENT

There are two main forms of assessment in this course that will be scored. First is the set of Tutor-Marked Assignment (TMAs). You are advised to be sincere in attending to the exercises. The second is TMs. This is the continuous assessment component which is graded. It accounts for 30% of the total scores. You are advised to take this with all seriousness because it will assist you to pass the course. The TMAs will be given in accordance with the University calendar. Endeavour to strictly adhere to the slated calendar

FINAL EXAMINATION AND GRADING

At the end of the course, you are required to take an examination which will last for a 2-hour duration. It has a value of 70% of the total course

grade. The examination will consist of questions that will reflect the type of self-assessment, practice exercises carefully.

Try to use the time between finishing the last unit and sitting for the examination to revise the entire course. You may find it useful to review your Tutor-Marked Assignment or activities before the examination.

COURSE MARKING SCHEME

The following table lays out how the actual course marking is done

Assessment	30% (Undergraduate) 40% (Postgraduate)	40%
Final Examination	70% (Undergraduate) 60% (Postgraduate)	60%
Total	100% of Course work	

HOW TO GET THE MOST FROM THE COURSE

In Open and Distance Learning (ODL), the study units replace the university lecture. This is one of the advantages of ODL. You can read and work through specially designed study materials at your own pace and at a time and place that is convenient for you. Just as a lecturer may give you classroom exercises, your study units provide exercises for you to do at a particular point in time.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the study unit and how a specific study unit is integrated with the other study and the course as a whole. Following the introduction is the intended learning outcomes which help you to know what you should be able to do by the time you have completed the study unit. When you are through studying the unit, you should endeavour to go back and check if you have achieved the stated learning outcomes. If you consistently do this, you will improve your chances of passing the course. The main content of the study unit guides you through the required reading from recommended sources.

Tutor-Marked Assignment (TMAs) are found at the end of every study unit. Working through these SAEs will help you to achieve the objectives of the study units and prepare you for the examination.

You should do every SAE as you come to it in the study units. There will also be examples given in the study units. Work through these when you come to them too.

The following is a practical strategy for working through the course. If you encounter any problem, telephone your tutor immediately. Remember, that your tutor's job is to help you. When you need help, do not hesitate to call and ask your tutor to provide it.

1. The main body of the unit guides you through the required reading and directs you to other sources if any.
2. Your first assignment in this course is to read this course guide thoroughly.
3. Organise a study schedule: Refer to the course overview for more details. You should note that it is expected of you to devote at least 2 hours per week to studying this course. Note important information such as details of your tutorials, dates for submission of TMAs, exams etc. and write it down in your diary.
4. Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their coursework. If you get into difficulties with your schedule, please let your tutor know before it is too late to help.
5. Turn to Unit 1, and read the introduction and the objectives for unit 1.
6. Assemble the study materials. You will need your references and the unit you are studying at any point in time.
7. As you work through the unit, you will know the sources to consult for further readings.
8. Visit your study centre whenever you need up to date information
9. Well before the relevant due dates (about 4 weeks before the due dates), visit your study centre for your next required assignment. Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
10. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.

11. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.
12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

FACILITATION

You will receive online facilitation. The facilitation is learner-centred. The mode of facilitation shall be asynchronous and synchronous. For the asynchronous facilitation, your facilitator will:

- Present the theme for the week;
- Direct and summarise forum discussions;
- Coordinate activities in the platform;
- Score and grade activities when needed;
- Upload scores into the university recommended platform;
- Support and help you to learn. In this regard personal mails may be sent;
- Send videos, audio lectures and podcasts to you.

For the synchronous:

- There will be eight hours of online real-time contacts in the course. This will be through video conferencing in the Learning Management System. The eight hours shall be of one-hour contact for eight times.
- At the end of each one-hour video conferencing, the video will be uploaded for viewing at your pace.
- The facilitator will concentrate on the main themes that are must know in the course.
- The facilitator is to present the online real-time video facilitation timetable at the beginning of the course.
- The facilitator will take you through the course guide in the first lecture at the start date of the facilitation

Do not hesitate to contact your facilitator. Contact your facilitator if you:

- do not understand any part of the study units or the assignments.
- have difficulty with the self-assessment exercises.

- have any questions or problems with an assignment or with your tutor's comments on an assignment.

Also, use the contact provided for technical support.

Read all the comments and notes of your facilitator especially on your assignments; participate in the forums and discussions. This gives you the opportunity to socialise with others in the programme. You can discuss any problem encountered during your study. To gain the maximum benefit from course facilitation, prepare a list of questions before the discussion session. You will learn a lot from participating actively in the discussions.

Finally, respond to the questionnaire. This will help the university to know your areas of challenges and how to improve on them for the review of the course materials and lectures.

Good luck.

**MAIN
COURSE**

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MODULE 1 HIGHER EDUCATION INSTITUTIONS OF LEARNING

This module introduces you to the Concept of a University, Historical Overview of Nigerian Universities and Culture of the University System.

Unit 1	Concept of a University
Unit 2	The Historical Overview of Nigerian Universities
Unit 3	Culture of the University System

UNIT 1 CONCEPT OF A UNIVERSITY

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
	3.1 Concept of University
	3.2 University Structure and Organogram
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

This unit will introduce you to what University is all about, its structure or organogram, its people (community) and its physical environment.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain the Concept of University
- describe University, its structure or organogram, its people (community) and its physical environment

3.0 MAIN CONTENT

3.1 The Concept of a University

Prior to the 11th century, the concept of higher education, teaching and learning was founded on mentorship and apprenticeship. Renowned scholars/academics attracted pupils who studied directly under them, in

the professions and disciplines such as Medicine, Law, and Divinity. With time, these teaching and learning centres were structured in such a way that scholars/academics were aggregated into centres that subsequently took over the responsibility of imparting knowledge.

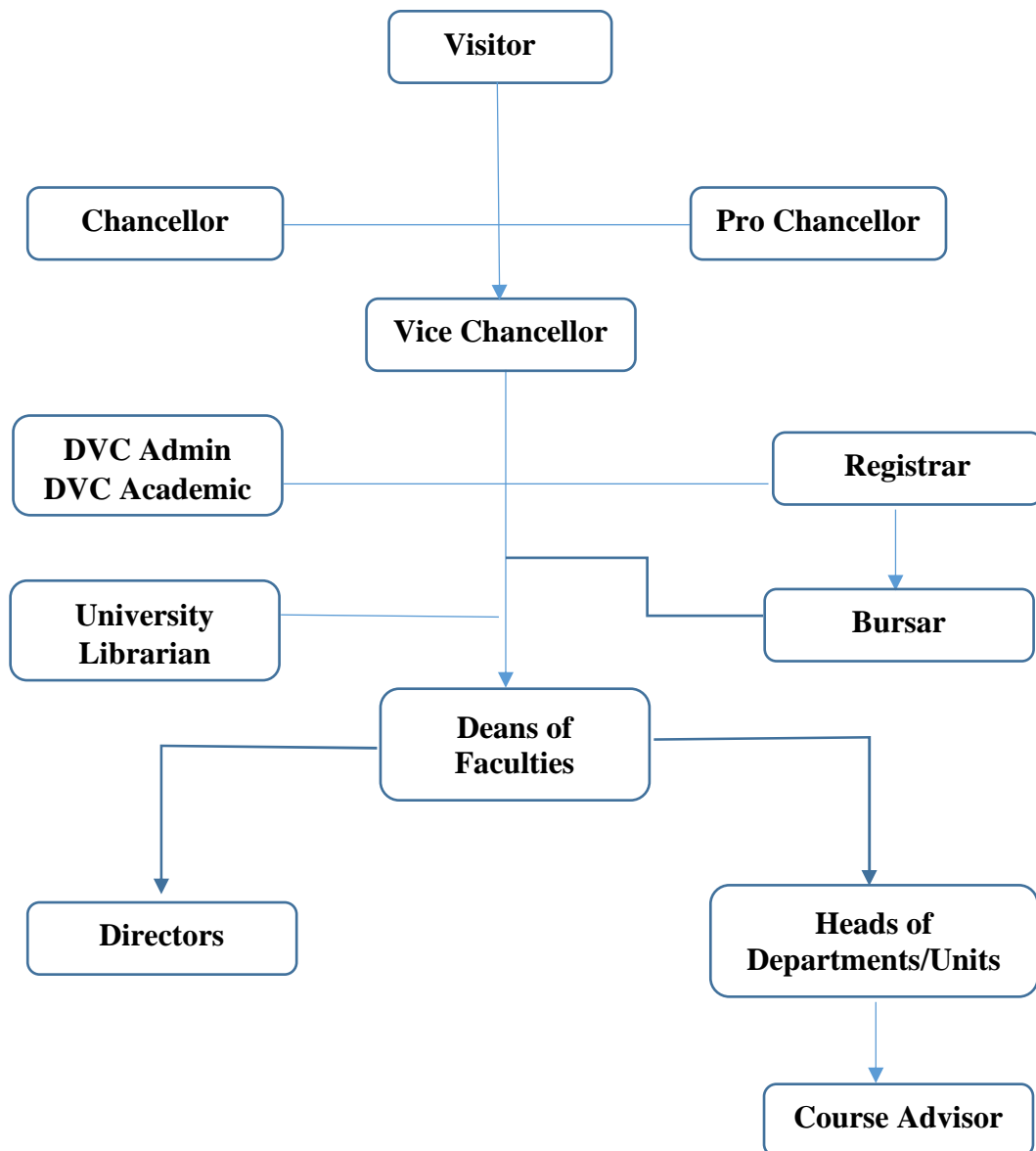
The name, University, with which these centres were eventually called was derived from the Latin word **Universitas** in the mid-11th century. **Universitas** simply means 'the community of teachers and scholars who are committed to acquisition and dissemination of knowledge via learning, research and scientific research' (Briggs, 2013). However, the name over time evolved into its current meaning as an institution encompassing students, teachers, scholars, researchers and professors. The scope of the subjects taught, and the physical site of the institutions were not limited. Typically, universities provide undergraduate and postgraduate studies as well as academic research. A university varies from a college in the sense that it is usually larger and contains a wider programme of study, as well as undergraduate and professional degrees. Universities are complex multifaceted institutions dedicated to knowledge development (research), teaching (knowledge transfer) and the application of knowledge and the public service. Universities across the world are designed to fulfil specific objectives of crucial importance to the existence of a society or a section of it. the University is an educational institution, structured in prescribed form according to its founding conditions, which provides the governing committee with the task of supervising its finances and controlling resources. The Senate is responsible for the development of academic programmes, for the generation of knowledge through research and for the dissemination of knowledge through teaching and publication.

Furthermore, a university is first and foremost a centre of study where students may gain professional knowledge, skills, and understanding. A vital requirement for making this a reality for students is the development of a strong and positive interaction between learners and faculty members who encourage learning. Behind the scenes, faculties (Colleges/Schools) are backed by an administrative support structure (units) to guarantee that relevant working support such as the registry and bursary services are provided.

According to Briggs (2013), the highest mission of all universities is the honest and tireless search of truth for a greater understanding of the world. They accomplish this through intellectual activities that push the boundaries of knowledge, contribute to breakthroughs, inventions, and discoveries. Furthermore, they inclusively educate and transmit knowledge to students and scholars as well as participate in local and worldwide activities that promote the common welfare and well-being of humanity. hence, universities, which today above 25,000 worldwide, play

increasingly vital roles in modern society and they are now seen as critical national assets in tackling numerous policy objectives. Universities, by definition, should therefore expressly promote ideals such as autonomy and independence, foster collaboration within departments and faculties as well as provide access to information and communication between administrators and academics.

Organisational/Administrative Structure of Nigeria University Every Student Should Know



The Visitor: In the Nigerian University System, the President of the Federal Republic of Nigeria is the Visitor to all Federal Universities. The Visitor at State University is the Governor of that state, while the Visitor at the Private University is usually the founder of the University. The

Chancellor, Pro-Chancellor, and most members of the Governing Council are appointed by the Visitor of the respective Universities.

The Chancellor is the University's nominal leader. The Chancellor is a government appointee and is supposed to be a person of great social standing who can command the respect of both the University community and the government. The Chancellor takes precedence over all other members of the University and presides over convocation for the award of degrees.

The Pro-Chancellor: In regard to the University, the Pro-Chancellor, with the exception of the Chancellor and Vice-Chancellor while acting as Chairman of Congregation or Convocation, takes precedence over all other members of the University. When the Pro-Chancellor is present, he or she chairs all Council meetings.

The Vice-Chancellor is the University's Chief Executive and Chief Academic Officer. The Vice-Chancellor is also the Chief Accounting Officer, the Chairman of Senate and, in relation to the University, takes precedence before all other members of the University except the Chancellor and the Pro-Chancellor as well as any other person who for the time is acting as Chairman. The Vice-Chancellor also serves as the Chairman of Congregation and an Ex-Officio member of the Council. The Vice-Chancellor provides leadership for the University and directs its affairs towards the actualisation of its vision, mission and objectives.

*The Vice-Chancellor is assisted in his/her functions by **Deputy Vice-Chancellor(s)** where applicable and other Principal Officers.*

The Registrar is a principal officer of the University. The Registrar is the University's Chief Administrative Officer. The Registrar is accountable to the Vice-Chancellor in the day-to-day administrative work of the University. The Registrar is also the University's Chief Scribe and the Secretary to the Council, Senate, Congregation, and Convocation. The Registrar, by implication, has deputies down to administrative assistants who assist him/her in executing the duties of the office. The divisions in the office of the Registrar may include;

- i. Academic Affairs
- ii. Exams and Records
- iii. Establishment & Training
- iv. Filling Positions
- v. Appointments and promotion
- vi. Non – Teaching Staff
- vii. Housing and passages
- viii. Welfare
- ix. Staff Records

The Bursar is a Principal Officer of the University. The Bursar is the Chief Financial Officer of the University who is responsible for the day-to-day administration and control of the financial affairs of the University. The Bursar, by implication, has Deputies down to other Financial officers/ Assistants who assist him/her in executing the duties of the office. The divisions in the office of the Bursar may include; Loans/Advances, Expenditure Control, Recurrent, Capital etc.

The University Librarian is a Principal Officer of the University. The University Librarian reports to the Vice-Chancellor. The University Librarian is in charge of the University Library's administration and coordination of library services. The University Librarian, by implication, has Deputies down to Library officers who assist him/her in executing the duties of the office. The divisions in the office of the University Librarian may include; Readers Services (Circulation and Reference Sections), Technical Services (Cataloguing and Classification Sections), E-Library Services, Serials Services, Special/Government Publications, Bindery etc. These Principal Officers assist the Vice-Chancellor in managing certain aspects of administration as outlined above, as well as serving on different committees to ensure the smooth and effective running of the University.

The Provost: Within any University with a Collegial System, the Provost, the College Board, the Academic Board and the Academic Staff Assembly are generally included.

The Deans of faculties are charged by legislation with overseeing the faculties. In the absence of a Professor in a faculty, the office of the Dean is held in rotation by members of the Faculty with the rank of Reader or Senior Lecturer or as may be determined by the Senate. The enabling Act usually specifies how each of the aforementioned officers is appointed.

The Heads of Departments/Units: The branches of the faculties are overseen by the heads of departments/units. This implies that each department within a faculty has a Head of Department (HOD) who oversees the operations/functions of the department and reports directly to the Dean of Faculty.

The Course Advisor is in charge of a particular group (be it level/year) within a department. The advisor is responsible to the Head of Department in matters relating to the students.

4.0 CONCLUSION

A University is an institution of higher (or tertiary) education and research which awards academic degrees in various academic disciplines. In Nigeria we have basically four types of Universities, namely; Federal Universities, State Universities, Public Universities and Private Universities. The contribution of university education to development cannot be overemphasized. It is through University Education that individuals are trained to develop the capacity and analytical skills that drive local economies, support civil society, teach learners, lead effective governments and make important decisions which affect entire societies. This function of education is evident in all aspects of our national life. The organisational/administrative structure of Nigeria university is an important aspect every student should know. Like the Visitor, the Chancellor, the Pro-chancellor, the Vice-Chancellor. The Registrar, the Bursar, the University librarian, the Provost and the heads of unit.

5.0 SUMMARY

In this unit, we have discussed how the name and the Concept of University came about from the Latin word, **Universitas**, which simply means “community of teachers and scholars” who commit themselves to acquisition and dissemination of knowledge through teaching, learning, research and scientific enquiry”. We noted that university as important as it is, is inclusive, educates and transmits knowledge to deserving students and scholars who participate in those activities in the local and international arena that enhance the common good and well-being of mankind. Finally, we illustrated the administrative structure and functions of the University officers via an organogram which is very important for the students to get themselves familiar with. Like the Visitor, the Chancellor, the Pro-chancellor, the Vice-Chancellor. The Registrar, the Bursar, the University librarian, the Provost and the heads of unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is the definition of a University?
2. Mention three reasons why a University was established.
3. Mention the Latin word for University and what it means.
4. Draw a University organogram and briefly list the functions of the Principal Officers.

7.0 REFERENCE AND FURTHER READING

Briggs, N.D. (2013). An Overview of University Education and Administration in Nigeria. At a 3-day retreat organized for members of the Governing Council of Rivers State University of Science and Technology, Port Harcourt, on Wednesday 23rd January, 2013.

Boulton G. and Colin L. (2011). *What are Universities for?* *Chinese Science Bulletin*. 56, 2596 – 2507. Retrieved from (www.newstateman.com; www.universityworldnews.com)

Bamiro, O.A. (2012). The Nigerian University System and the Challenge of Relevance. Convocation Lecture. University of Lagos, Akoka, Lagos.

UNIT 2 HISTORICAL OVERVIEW OF NIGERIAN UNIVERSITIES

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 History of University in Nigeria
 - 3.2 Development of the Nigerian University System
 - 3.3 Benefits of University Education
 - 3.4 Benefits of Nigerian University Education System
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor- Marked Assignment
- 6.0 References/Further Reading

1.0 INTRODUCTION

Having learnt about what University is, its structure and organogram in the previous unit, in this unit we will discuss the history, development of the Nigerian University System, benefits of University Education and benefits of the Nigerian University Education System.

2.0 OBJECTIVES

By the end of this unit, you expected to:

- discuss the historical overview of the University in Nigeria
- explain the Development of the Nigerian University System
- identify and explain the benefits of University Education and the Nigerian University Education System.

3.0 MAIN CONTENT

3.1 History of the University in Nigeria

The Elliot Commission of 1943 paved the way for the development of University Education in Nigeria, which culminated in the founding of University College Ibadan (UCI) in 1948 as an affiliate of the University of London. Then the University of California was also an affiliate of the University of London. UCI was founded amidst several challenges. these included constitutional restrictions, inadequate staffing, limited enrolment and a high dropout rate. The Federal Government commissioned an investigation (the Ashby Commission) in April 1959 to

advise her on the Country's higher education requirements within the first two decades. The Eastern Region government created its own institution at Nsukka (the University of Nigeria, Nsukka in 1960) before the submission of the (the Ashby Commission) report. The implementation of the Ashby Report led to the Western Region establishing the University of Ife (now Obafemi Awolowo University, Ile-Ife) in 1962, the Northern Region in the same breath established Ahmadu Bello University, Zaria in 1962, while the Federal Government also established the University of Lagos in 1962. According to Babalola et al, the University College Ibadan became a full-fledged university in 1962. As a result, UCI, Ibadan, and the University of Lagos became Nigeria's first two Federal Universities, while the other three remained regional. In 1970, the newly formed Midwestern region chose the University of Benin as its University. The six Universities established during this period 1960-1970 are still referred to as first-generation universities. According to Babalola et al, Universities in Nigeria were closely monitored by the government during the period. The Vice-Chancellor and lay members of the Council were largely appointed based on political consideration. The government later built seven universities instead of four that were envisaged in the Third National Development Plan (1975-1980) and took over the four Regional institutions in 1975. Calabar University, Ilorin University, Jos University, Sokoto University, Maiduguri University, Port Harcourt University, and Ado Bayero University, Kano were all second-generation universities. Between 1980 and 1990, the third-generation universities were founded and they were; the Federal Universities of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. While State Universities were founded in Imo, Ondo, Lagos, Akwa-Ibom, Oyo and Cross-River states [8]. The fourth-generation universities are those established from 1991 to date. They include more State Universities, the National Open University of Nigeria (NOUN) and the several Private Universities that emerged.

3.2 Development of the Nigerian University System

The Colonial authorities established the Yaba Higher College (YHC) in 1932 to offer sub-degree courses for the production of middle-level manpower in response to the demand for higher education in Nigeria. The provision of sub-degree courses was criticised by Nigerians who continued to campaign for the establishment of a university. During the same period, the Colonial authorities believed that establishing universities would aid them in achieving their colonial agenda. On the 13th of June, 1943, the British Secretary of State for the Colonies stated that “it is quite clear that if our goal of colonial government is to be achieved, colonial universities and colleges will have to play an immense part in that development. They will, first of all, have to meet the enormously increased need for trained professionals which increased

social and economic services will necessitate. I am accordingly setting up a Commission of Enquiry under Mr. Justice Sir Cyril Asquith” (British Parliamentary Debates 1943: 52) “Concurrent with the setting up of the Asquith Commission in 1943 for the colonies came in the Elliot Commission which was also set up to report on The organization and facilities of the existing centres of higher education in British West Africa, and to make recommendations regarding future University development in that area (Ogunsanwo, O A, 1980) Yaba Higher College (YHC) in 1932 to offer sub-degree courses for the production of middle-level manpower in response to the demand for higher education in Nigeria. “With equipment transferred from Yaba Higher College, the 104 foundation students (including 49 students in Teachers Training and Survey courses) began their courses at Ibadan on 18th January 1948; the formal opening took place on 25 March 1948. Arthus Creech Jones, then Secretary of States for the Colonies and an influential member of the Elliot Commission, cut the first sod at the permanent site of the University College on 7th November, 1948, which became the foundation Day (University of Ibadan Calendar, 1980: 82, pp.23 -4)”

The University of Nigeria, Nsukka was founded in October, 1960, the University of Northern Nigeria (now Ahmadu Bello University, Zaria) And the University of Ife (now Obafemi Awolowo University) were established in 1962 by their respective regional governments. The University of Lagos was also established in 1962 while the University College, Ibadan was converted into an autonomous university in the same year. “The University of Benin was established in 1972 to bring the number to six Universities” (Longe Commission Report 1991: 29) The Federal government’s decision to establish seven additional Universities was to correct the imbalance in the geographical spread of the Universities. The Universities that were so established were Ilorin, Port-Harcourt, Calabar, Maiduguri, Sokoto, and Jos, which brought the number to thirteen (13). The 1979 Constitution put higher education on the Concurrent Legislative List, thus allowing the States to establish Universities. The period between 1980 and 1984, marked another era of explosion of University education in Nigeria. State Universities were established in Anambra and Bendel in 1980, Rivers and Imo in 1981, Ondo and Ogun in 1982, Lagos in 1983 and Cross River in 1984. Also, the Federal Government established universities of Technology at Makurdi and Bauchi in 1980, Owerri, Yola and Akure in 1981, Abeokuta and Minna in 1982. By 1993, there was an Open University in Abuja, a Military University in Kaduna, 26 Federal and State Universities as well as 24 proposed Private Universities (Longe Commission, 1991, pp.29-30).

3.3 Benefits of University Education

The advantages of having a good and effective higher education system cannot be overemphasised. The socio-economic structure's whole developmental machinery depends around a decent University Education. University Education makes a variety of contributions to development. To begin with, it aids in the economy's industrialisation. This is accomplished through equipping workers with the necessary professional, technical, and managerial skills and abilities. A good University System also aids in the transformation of societies into knowledge societies. This is accomplished by supplying not only educated people, but also knowledgeable workers who will greatly contribute to the expansion of the economy. Furthermore, useful University Education aids in the inculcation of positive attitudes and enhancing attitudinal changes that are required for individual socialization, resulting in the modernization and general transformation of society. It is also obvious that a functional University System aids in the development, absorption, distribution, and application of knowledge through instruction and research. Finally, a good University Education contributes to the development of a strong nation-state while it also positions its beneficiaries to be effective global players. It helps people to have a more fulfilled mental existence, while also providing cultural and political advantages to society as a whole. Despite the enormous benefits of a good University Education, the Nigerian, and indeed African, University System has been plagued by a number of challenges. We shall be looking at these in more detail later.

3.4 Benefits of Nigerian University Education System

Even though Nigeria's University System has had its challenges since its beginning, it has also had numerous triumphs. When one considers the five national goals through which Nigeria's philosophy of education draws its strength, namely; to create a democratic and free society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy, and a land full of bright opportunities for all citizens, the benefits that Nigeria has derived from University Education becomes clear. University Education is more than just the next step in the learning process; it is an important part of global human growth. It delivers not just the high-level abilities required for every job market, but also the necessary training for teachers, physicians, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a wide range of other professionals. These educated individuals are the ones who build the capacity and analytical abilities needed to drive local economies, promote civil society, educate children, manage successful governments, and make critical decisions that influence communities. In Nigeria, this role of education may be observed in action.

Furthermore, Nigerian University Education has resulted in the growth of many Nigerians into responsible and successful citizens. More than any other form of education, University Education has resulted in more self-awareness and self-realization of persons doing diverse jobs, improved human connections, national consciousness, and effective citizenship. The University Education System has unquestionably aided Nigeria's social, cultural, economic, political, scientific, and technical growth. The country today has several professionals in many disciplines such as medicine, law, engineering, philosophy, education, and so on. As a result of this growth, the country is becoming more dynamic and self-reliant as time passes and this has been made possible because of the impact of University Education.

4.0 CONCLUSION

The demand for higher education led to the establishment of Yaba Higher College (YHC) in 1932 to offer sub-degree courses for the production of middle-level manpower in response to the demand for higher education in Nigeria. University College, Ibadan, an affiliate of the University of London, was therefore established in 1948 and patterned to follow the Oxford and Cambridge Universities model in England. of more universities to help them achieve the goals of the Colonial government. The benefit of university education cannot be overemphasised. The socio-economic development of any nation revolves around good university education. The University education in Nigeria has led to the development of many Nigerians into sound and effective citizens. Here, University Education more than any other has led to higher self-awareness and self-realisation of individuals at various persuasions and professions, enhanced better human relationships, national consciousness and effective citizenship.

5.0 SUMMARY

In this unit, we have discussed the History and Development of the University Education system in Nigeria, which led to the establishment of Yaba Higher College (YHC) in 1932 to offer sub-degree courses for the production of middle-level manpower in response to the demand for higher education in Nigeria. The University College, Ibadan, an affiliate of the University of London, was therefore established in 1948 and patterned to follow the Oxford and Cambridge Universities model in England. We went further to discuss the benefits of University Education and the benefit of the Nigerian University System. Which, delivers not just the high-level abilities required for every job market, but also the necessary training for teachers, physicians, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a

wide range of other professionals. These educated individuals are the ones who build the capacity and analytical abilities needed to drive local economies, promote civil society, educate children, manage successful governments, and make critical decisions that influence communities.

6.0 TUTOR-MARKED ASSIGNMENT

1. Briefly discuss the history of University Education in Nigeria.
2. Briefly discuss the development of University Education.
3. Discuss the benefits of University Education in Nigeria.

7.0 REFERENCE/FURTHER READING

Jake O. (2012). University Education in Nigeria: History, Successes, Failures and the Way Forward. *International Journal of Technology and Inclusive Education (IJTIE)*. 1(2).

UNIT 3 CULTURE OF THE UNIVERSITY SYSTEM

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Culture and University Culture
 - 3.2 Areas that depict the Culture of a University
 - 3.3 Abuses of University Culture
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor- Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, you will learn about the Concept of Culture and What University Culture is, specific areas that depict the Culture of a University and Abuses of University Culture.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain the concept of culture and university culture
- identify and explain specific areas that depict the culture of a university
- identify and explain the abuses of university culture.

3.0 MAIN CONTENT

3.1 Concept of Culture and University Culture

Culture can be defined in a variety of ways. Culture, according to Li and Karakowski (2001), is the accumulation of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, universal concepts, material objects and possessions acquired by a group of people over generations, as well as individual and group striving. It is, in the broadest sense, the cultivated behaviour that results from social learning of the ideas, values, symbols that they embrace and that are passed down from generation to generation through communication and imitation. Culture is a society's collective belief system, norms, values, mores, and practices, by which those inside and outside the community are known. The simplest approach to describe

culture is to agree that it is people's way of life. This includes their language, the foods they consume, the clothes they wear, the behaviours that are acceptable, the rules and traditions that they follow, and their set of beliefs (belief system). University culture, in simple terms, refers to the ways of life within the University community in terms of what they believe in, acceptable behaviours, standards, and tradition based on their history, as defined by the previous definition. While there is some culture that cuts across the University System as a whole, all institutions have their own set of ideas and customs based on their own history and tradition. However, it has been shown that University Culture may be classified into two categories. Academic culture and Campus Culture are the two primary characteristics of University Culture described by Shen and Tian (2012).

Scholars define Academic Culture as having an intellectual viewpoint, academic spirit, academic ethics, and an academic atmosphere. The University's guiding force is the pursuit of truth through pushing the boundaries of knowledge. Essentially, a University is established to create knowledge via research, dissemination of information through teaching, and to contribute to the growth of society through knowledge application. Academic Culture is comprised of academic outlook (which includes academic activities), academic spirits (thoughts and power acquired through long-term academic practice and activities), academic ethics (norms, regulations, laws, and guidelines on which academic activities are based), and academic environments, according to Shen and Tian (2012). (which refers to the Spatiotemporal and Sociological environments of the University). Scholars, on the other hand, believes that campus culture is defined by a University's particular nature. This is made up of the Athenian individuality, which refers to an artificial person with its own set of systems, service to society, knowledge transmission, leadership (culture creation), cultural progress, the cross-national transmission of cultures, and acceptance of new trends in place of the obsolete.

3.2 Areas that Depict a University's Culture

However, there are certain distinct areas (or features) that represent a University's culture:

University Buildings

Universities have a culture of having distinctive building designs that allow for utility while also making a strong statement about what the university stands for. The majority of each university's buildings are marked by distinctive architectural designs that provide adequate space and tranquillity. The central administrative blocks are generally designed to radiate nobility and include architectural masterpieces that represent the local environment's historical antecedent or height of magnificence.

In institutions like Oxford, Cambridge and their colleges are housed in castle-like structures that are replicas of the cathedrals and royal castles that were popular at the time of their creation. The same may be said for many of Nigeria's first-generation university buildings. Thus, Universities have a tradition of constructing big and distinctive structures with sufficient space, aesthetics, and tranquillity, in addition to an environment (physical geography) that exudes calm and comforting colours. It is usual for universities to have imposing structures and edifices that create distinct characters, which attract visitors and members of the University community.

Universities have a tradition of naming their major buildings and centres, as well as any state-of-the-art facility, with distinctive titles. These structures are utilized to communicate the tales of the institutions through naming and labelling after some historical events or heroes. This explains why Ahmadu Bello University (ABU) has the Kashim Ibrahim Library and Amina Hall, Obafemi Awolowo University (OAU) has the Hezekiah Oluwasanmi Library, the University of Ibadan has the Kenneth Dike Library, and FUNAAB has the Nimbe Adedipe Library. The same may be true about Lecture Halls and theatres, Hostels, and Residence Halls. Ife has Awolowo and Moremi Halls, Ibadan has Kuti Hall, and FUNAAB has Julius Okojie Lecture Theatre.

Pursuits of truth and Knowledge

Every university has a definite goal and function: to seek the truth via research and other endeavours that will increase humanity's knowledge in all frontiers, while keeping in mind that knowledge is never adequate due to its ever-changing nature. What is today's finest information may be deemed invalid tomorrow as a result of a fresh study that proves the previous knowledge to be false or obsolete. Academic 'liars' are subjected to harsh punishments in order to guarantee that truth is maintained and fostered.

Research is done in such a way that any technique used to obtain a specific result in order to establish a new fact or extend the field of knowledge must be verifiable and repeatable by anyone else using the same method and procedure. Academic fraud is a serious offence in the system.

Universities carefully preserve the twin ideals of academic freedom and university autonomy in order to maintain this heritage. Within the academic context, the two define the overall assumption and orientation. Academic freedom refers to the ability of academics to choose the kind and direction of their study. It also allows university professors to comment on national or worldwide currency issues in which their opinions may differ from those of the political class. University autonomy on the other hand, refers to a university's ability to operate its own

activities without excessive intervention from government authorities. Within the university enclave, institutions of government have internal autonomy or independence. A university's Senate, for example, is the final authority on academic issues, such as admission, examinations, award of degrees etc. On these issues, Council cannot intervene or overrule.

Objects, Symbols and Memorials

The use of a wide range of symbols and items reflects the University's culture on the outside. The usage of a citadel of learning's logo, motto, slogans, symbols, and mace are distinguishing features. The University crest and logo are generally engraved in gold, silver, or bronze on most Nigerian institutions' maces. The mace, which is a sign of power, is given pride of place and carried by a mace bearer at every academic event. Today you find that most universities have their Vision, and Mission Statements conspicuously displayed in strategic places on the campuses.

Universities also have a tradition of having a distinctive motto that expresses their spirit. Starting from the University of Ibadan, whose motto is "Recte Sapere Fons" (For Knowledge and Sound Judgment), through FUNAAB, Knowledge for Development, and newer institutions like Redeemer's University's "Running with a Vision," Every university now has its own anthem with its own set of lyrics. Typically, these anthems are performed during university functions.

The University Culture includes the usage of slogans, notably by students and alumni. It is 'Great Ife' for Obafemi Awolowo University. For the University of Nigeria, Nsukka, it is 'Great Lions'. For UNILAG, it is 'Great Akokite' and the alumni of the University of Benin shout 'Great Unibest'. For ABU, its Abusites, For OOU, its Great OOUITES while FUNAAB answers to 'Great FUNNABITES'. The fun in this is carried to many years after leaving the Universities especially when old friends meet and they shout the slogan of their alma mater to showcase their pride in attending their institution.

Academic and Special Ceremonies

Academic Ceremonies, which are organised to celebrate unique occasions of academic achievements or historical days such as Matriculation (Commencement), Convocation (Graduation) foundation days, Academic Lectures such as Inaugural, and Valedictory lectures are known culture of the university system. The University of Ibadan's Foundation Day is November 17, and the University has observed it every year as Convocation Day. The University System is characterised by traditions and ceremonies. Academic Ceremonies, according to University Culture, are serious occasions governed by conventional programmes, which follow predictable patterns. Most western oriented Universities' rituals are

modelled by mediaeval church procedures, which they faithfully if not rigidly replicate to this day. Universities are recognised for their fondness for stories about their origins, development, and legends. They do this on significant occasions such as convocations and various public speeches. The academic procession at convocation is designed to depict the professoriate aristocracy, which is an intellectual reflection of the Roman Catholic Church's or the Church of England where your placement on the line is a reflection of your rank in the hierarchy. Academic robes are worn at University ceremonies as part of the University's Culture. Academic robes distinguish Universities from schools in terms of fabric quality, embroidery diversity, and stitching designs.

There are strict restrictions governing the usage of academic gowns and academic processions, as Awosusi (2018) points out. Undergraduates, for example, wear the tassel to the right during matriculation and to the left once graduates have been admitted to their degrees at the convocation. Furthermore, several colleges dress differently for various occasions. The length, width, and depth of the academic procession are determined by the University's tradition. Convocation rituals are marked by the use of colours, which is a symbol of University Culture. Obafemi Awolowo University's house colour is navy blue. The administrators of the University of Lagos are dressed in scarlet red and wear traditional Yoruba caps rather than the continental mortar board that is used by institutions throughout the world. There is no doubt about which of these traditions is the finest. Each institution must maintain its unique tradition, according to the culture.

Collegiality as a Culture

Collegiality is a term that refers to the functional and efficient relationships that exist among the many individuals and groups of individuals inside the University System and it is a key feature of University Culture.

Professors and professionals, academics and students, technologists and technicians, artists and craftsmen, and more will be found among the University System's personnel roles. These many cadres of staff, on the other hand, are linked as a community of humans who are linked in a network of activities that allows the institution of learning to achieve its goal. It's a type of variety in oneness. A university is intended to provide chances to its constituents so that staff and students feel that they are part of a citadel where everyone is treated with respect and cooperation. It is a community that recognises the value of each individual and provides opportunities for them to grow and develop at their own pace.

Committee System

The University's core culture includes the usage of Committees, which allows virtually everyone to participate in decision-making directly or through representation. This is due to the availability of a diverse range of viewpoints based on the availability of highly skilled and informed individuals. There is almost no alternative to the committee system as a method of preserving a participative attitude to decision making as a culture, given the pool of Professors and top professionals. Council, Senate, and Management/Administrative Committees are the three types of committees. The Committees might also be divided into statutory and standing or Adhoc types. The Committee system has been chastised for reasons such as the time it takes to make a decision, the expensive expense of the procedure, and the difficulty in determining who should be held accountable if a judgement is made incorrectly. Alternative systems, on the other hand, will not serve the organic structure of a University System that respects individuality, specialisation, distinctions, and variety among its inhabitants.

Culture of Excellence

The University system has a distinct culture of striving for excellence in all aspects of its operations in order to compete well with its peers throughout the world. Universities, as a proud institution with the air of being the highest bastion of learning, strive to be the greatest and hence seek out the finest. As a result, universities strive for excellence in both staff and student recruiting procedures. Universities think that they are a marketplace of ideas, therefore they promote the marketing of all shades of thought before making a final choice. Universities search for the highest-quality personnel in every cadre, including drivers, gardeners, administrators, accountants, and academics.

As a result, it employs the most effective process to choose the best candidates, which may include administering exams and conducting many layers of interviews to assure merit, particularly in the non-teaching cadres. Only the best students who finished first in their classes were hired as Graduate assistants or Assistant Lecturers after being pushed to obtain a postgraduate degree. They are then mentored to follow the path of knowledge required in the various Departments to ensure a diverse range of specialisations and disciplines in each branch of learning, and they are encouraged to conduct research and findings in areas where the Departments and Faculties have identified research priorities. To guarantee that the culture of essence is maintained, administrative personnel and other professionals are required to progress through the ranks, studying under the tutelage of senior colleagues with immaculate character and extensive understanding of the University system's operations.

Universities strive to recruit the best students in order to produce the best graduates who will fly the university's flag in the labour market and promote the University as the finest in the industry. To assure merit and quality, admission standards are made tough and sacred, yet the openness of the admission process is never jeopardised in any way, as everyone in the system, including students, is aware of the admission requirements. Universities work hard to create the best libraries, laboratories and structures possible. Universities guarantee that graduates receive the greatest possible training and that quality assurances are in places, such as external examinations and peer review mechanisms in the graduation and promotion procedures. To do this, colleges place a premium on merit in their hiring and promotions, as well as in student admissions and graduation.

3.3 Abuses of University Culture

The ethos of the University Culture as it is known across the world was outlined above, and the Nigerian University System benefited from a large portion of it from its inception. However, there is little question that Nigerian University Culture has been exploited and distorted over time. Abuse in the following areas has caused the system to lose its original culture:

A. Environmental abuse

Many of the structures being constructed now in many universities are not in the locations designated for them in the University master plan. Many structures are constructed without regard for the master designs, either out of ignorance, personal ego or a blatant lack of aesthetic sensibility. Many buildings no longer have the needed distinguishing elements associated with universities due to a lack of appropriate financing, and they also lack the aesthetics and ambience required, since architects are encouraged to design basic and practical structures. Many of the structures, particularly Lecture Halls, Hostels, and College Buildings, now resemble those seen in secondary schools.

B. Employment Abuse

The university system, like larger Nigerian society, has largely lost its meritocracy in staff recruitment, which was formerly the hallmark of maintaining quality in the system by ensuring that only the best were hired. Due to ineffective recruiting techniques, the system currently has a large number of misfits in every cadre of its workforce. Most of the workers who have come in over the last decade, particularly in the non-teaching sector, have done so through Temporary Appointments, which is a euphemism for "back door approach," which means there was no systematic method to the appointments. As a result, the calibre of employees

required to sustain excellence cannot be guaranteed. The same was true for student admissions, where the adoption of a discretionary admission process consistently put stronger candidates at a disadvantage. Merits are no longer being upheld due to the different criteria set out by the Joint Admission and Matriculation Board for admission as well as other factors. Universities in the country can no longer claim excellence in their admission requirements and student placement due to the continuing rise in other factors besides merit.

C. Abuse of Academic Ceremonies

Many Nigerian universities have misused the well-known custom of academic ceremonies as a serious event that is generally performed as quickly as possible. The abuses began with the tampering of the awarding of too many Honorary Doctoral Degrees. Honorary degrees have long been designated for outstanding performers and those who have made significant contributions to society.

However, it became such a common element of convocation ceremonies at virtually all universities that it was granted to a large number of persons of questionable character based on extraneous factors such as the recipient's wealth or political clout. In certain extreme circumstances, universities have conferred eight doctorates in a single convocation event. In many cases, real grandaunts were forced to sit for several hours during convocation ceremonies while waiting for their degrees to be conferred because multiple Doctorate Degrees were being awarded first, taking precedence over the real students who had toiled and waited for a solemn convocation ceremony. Because of the extended duration of the programmes, several superfluous inclusions of ethnic dances and acts were jammed into convocation ceremonies under the guise of entertainment and intermission.

These are evident examples of cultural appropriation of the University Community's academic ceremony tradition. Another kind of abuse is when certain cadres refuse to allow other employees (particularly non-teaching staff) to participate in processions. Another kind of misuse is when certain people participate in the parade without donning the Academic robes.

D. Ethical Abuse

Universities are well-known for upholding their ethical standards in matters like appointments, promotions, peer reviews, research findings, and publishing evaluations, among other things. However, it is now common knowledge that this is no longer the case in many ways. Many times, the evaluation of publications for advancement to professorial posts has been tampered with.

Publications that are meant to be evaluated without the knowledge of the individual being evaluated are now submitted to Assessors designated by the Dean in collaboration with the Candidates to ensure favourable results. There are now numerous questions about study findings published by Nigerian academics, ranging from low quality to open research fraud, since in many cases, researches, particularly those sponsored by funds, were never carried out or done so shoddily that the results can never be trusted. Academics have started a slew of predatory journals to act as channels for publishing sub-par work in order to further their careers. There has been widespread exploitation of the hiring process, as well as the peer review mechanisms put in place to maintain quality assurance in the system, including the awarding of degrees. In most universities, issues pertaining to postgraduate supervision have been mangled.

Many Supervisors have thrown caution to the wind and never adhered to the promised duration of the PG programme, leaving the completion of PG studies by students to the Supervisors' whims and caprices. In contrast to the traditional culture of deadlines and regular inspection by respective Heads of departments to ensure timely completion of students, PhD supervision has become a goldmine for the tyranny of the Supervisee.

In terms of hierarchy in words and acts, there has also been an issue of misuse of the culture of respect and decorum that dominated the non-teaching. The absence of frequent induction for new workers to learn the community's customs, as well as the collapse of the mentoring structure, has robbed it of the normal extending of courtesies to elders that was widespread in workplaces.

4.0 CONCLUSION

Culture is a society's collective belief system, norms, values, mores, and practices, by which those inside and outside the community are known. The simplest approach to describe culture is to agree that it is people's way of life. This includes their language, the foods they consume, the clothes they wear, the behaviours that are acceptable, the rules and traditions that they follow, and their set of beliefs (belief system). The importance of culture in every organisation and society cannot be overemphasised. University System as a whole, all institutions have their own set of ideals, customs and traditions based on their own history and antecedents. Academic Culture is comprised of academic outlook (which includes academic activities), academic spirits (thoughts and power

acquired through long-term academic practice and activities), academic ethics (norms, regulations, laws, and guidelines on which academic activities are based), and academic environments.

5.0 SUMMARY

In the previous unit, we talked about the history and development of University Education in Nigeria. Which led to our discussion on the benefits of University Education and the Nigerian University System. This unit is all about the Culture of the University System. First of all, culture can be described as a society's collective belief system, norms, values, mores, and practices, by which those inside and outside the community are known. The simplest approach to describe culture is to agree that it is people's way of life. This includes their language, the foods they consume, the clothes they wear, the acceptable behaviours, the rules and traditions that they follow, and their set of beliefs (belief system). which were specifically discussed under the following subheading:

- University Building
- Pursuits of Truth and Knowledge
- Academic and Special Ceremonies
- Collegiality as a Culture
- Committee System
- Culture of Excellence

6.0 TUTOR-MARKED ASSIGNMENT

1. Give a brief description of culture.
2. Mention the benefits of Nigerian Culture.
3. Briefly discuss the culture of the university system
4. Briefly discuss the following:
 - University Building
 - Pursuits of Truth and Knowledge
 - Academic and Special Ceremonies
 - Collegiality as a Culture
 - Committee System
 - Culture of Excellence

7.0 REFERENCES/FURTHER READING

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MODULE 2 UNIVERSITY SUBSYSTEMS OF INFORMATION

This module discusses three main subsystems of Information in the University System that are used to support students.

Unit 1	Academic Library
Unit 2	University Press
Unit 3	University Book Shop

UNIT 1 ACADEMIC LIBRARY

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Concept of Academic Library
3.2	Purpose of the Academic Libraries
3.3	Functions of University library
3.4	Selection Policies of University Library
3.5	Academic Library Services
3.6	Paradigm Shift in Academic Library Services
3.7	Application of ICT to Academic Library Services
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

In this unit, you will learn the concept of academic library, the purpose and function of academic library, selection policies of university library and academic library services.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- explain the Meaning of academic library
- outline the purpose and function of academic library
- discuss the selection policies of university library
- outline the academic library services.

3.0 MAIN CONTENT

3.1 Concept of Academic Library

Every university education has the objective to contribute to national development through high-level manpower training and the acquisition of both physical and intellectual abilities that enable individuals to become self-sufficient and valuable members of society (Federal Ministry of Education, 2004). The University Library is an academic library that serves the university community as the mission and vision of university education. A well-stocked academic library is a repository of knowledge or a repository of human experience that users may consult for data or information. A library's mission is to collect, process, organise, store, and disseminate recorded information for reading, research, and consultation (Aina, 2004). It's also an organised collection of books and other information resources that covers certain subjects or areas of expertise. Academic libraries are those found at tertiary institutions; including universities, polytechnics, and colleges of education, as well as colleges of agriculture, technology, and research institutes (Akporhonor, 2005 cited in Abubakar, 2011). Academic libraries are meant to assist educational programmes as well as the teaching and learning process in all institutions and colleges. As Yusuf and Iwu (2010) put it, the academic library is the "nerve centre" or "hub" around which scholarship revolves. It is a vital tool for intellectual growth since it serves as a repository of data to which users (students and lecturers) may turn for knowledge. A university library, according to Ajibero (1995), is the heart of the university, employing the people and material resources at its disposal to serve the institution's teaching, learning, and research goals.

An Academic Library is a repository of information resources that have been processed and made available for study and the development of human resources. This is why, according to Singh and Kaur (2009), academic libraries' primary goal is to provide access to knowledge and information while also supporting their parent institution's objective of teaching and learning.

The library is essential to the teaching and learning process since it aids the classroom teacher's job and guarantees that all students have equal access to materials. Students are served by the University Library by providing resources to fulfil their different requirements. The Library, which may be regarded as the heart of the University, actively engages in activities such as learning and teaching, research and the production of new knowledge, distribution of research results, preservation of ideas/knowledge, and service expansion (Subair, 2015). Professional librarians at the university libraries, particularly in this information age, have long been concerned with the collection, management, and

dissemination of information resources to aid research and learning. There are print and non-print (internet) versions of these materials. As a result, university librarians are fully acknowledged as academic employees.

3.2 Purpose of the Academic Libraries

1. The goal of academic libraries in higher education is to enhance learning and knowledge acquisition.
2. To support research in all topics and disciplines at the University.
3. The academic library serves as the community's memory by making knowledge necessary for instruction and independent study available and accessible to its users.
4. Academic libraries serve the academic environment's goals of learning, teaching, research, and information service.
5. Academic libraries encourage active learning, which helps students think critically and work independently or in groups.

3.3 Functions of University Library

A university library is an important component of any university's overall structure. As a result, it exists to further the goals of its parent organisation. Every university library must function to complement the university's overall objectives.

The following are the widely acknowledged basic duties of the university library:

1. Obtaining a diverse variety of materials on various themes, such as books, manuscripts, journals, periodicals, and newspapers;
2. In order to manage a large number of documents, it organises the material by dividing or grouping them into parts based on their classification, such as subjects, forms (textbook section, a reference section, a journal section, and a thesis section);
3. It offers users the option of borrowing a document from another library (inter-library loan) where such required documents are not accessible in the library.
4. A contemporary university library interacts (inter-library cooperation) with many other information centres and networks to provide its users with varied access to e-sources, expanding access. In India, for example, Academic Libraries use the INFLIBNET service for the same purpose.
5. It also offers users with entertainment and healthy leisure by providing a variety of newspapers, periodicals, short storybooks, and internet access, among other sources;

6. It provides newly enrolled users with user orientation training in order to familiarise them with the library collection and system so that they can make the most efficient and effective use of the university library services;
7. It keeps customers up to speed on library activities by displaying new arrivals, vintage book displays, information bulletins about new library services, and so on.
8. It offers a reference service via the reference section in order to create a personal connection between the readers and the correct text in order to attract more users.
9. It offers consultancy services to other libraries and institutions as a way of improving services and standards.
10. Reprographic Services are found in these libraries to assist users access to copies of scarce sources within the limits of copyright laws
11. It offers Selective Dissemination of Information (SDI) where specialised services are rendered to meet the specific needs of library users. These include the provision of Indexes, Abstracts, Reviews etc.

3.4 Selection Policies of University Library

A University Library is a library or set of libraries that a University establishes, maintains, and administers to serve the requirements of its students and academic staff. University Libraries' collections are deliberately selected to meet the goals and objectives of the University, hence selection and acquisition of the university library are governed by rules and often each university library has its selection policy, which includes guides are as follows:

- The library must choose and buy enough resources for each curriculum, as well as relevant or necessary materials in other fields not necessarily covered by the university curriculum, and these should include recreational and leisure reading.
- The various format of sources should be considered and these should include print (books, journals, monographs, pamphlets etc) and non-print materials (such as E-Resources, audio, visuals, audio-visuals etc)
- For the study project, a large volume of magazines, government documents (both old and foreign sources), research reports, dissertations, newspapers, maps, micro-production, and other materials should be collected.
- The librarian, in collaboration with library personnel and the faculty members, must select materials far in advance of the clientele's real needs. Faculty involvement in the selection process should be encouraged as a necessity.

3.5 Academic Library Services

Academic libraries are at the forefront of delivering information services to their communities, which include students, faculty members, and the surrounding community, with the goal of assisting research, teaching, and learning. Scholars have underlined the importance of academic libraries in research and scholarship at colleges and universities. This is because universities are tertiary institutions established to: conduct demand-driven research; award degrees; generate and disseminate knowledge, skills, and competencies at the highest educational levels; provide high-level manpower training, high-quality career counselling, and lifelong learning programmes; high-quality career counselling, and lifelong learning programmes, provide entrepreneurship programmes; promote community service; encourage national and international collaboration and understanding (Federal Republic of Nigeria, 2007. Draft National Policy on Education, P36). Academic Libraries are sometimes referred to as the nerve centres of the University, where all academic activity revolve. The provision of information, educational roles, research functions, recreational/ entertainment functions, and promotion and preservation of culture are all basic functions of the Academic Libraries. This is accomplished through the selective acquisition, organisation, preservation, and dissemination of informative materials stocked in the library.

These are the essential duties of a university library.

Provision of information resources necessary for the parent institutions' academic programmes.

Provision of materials required for learning is available.

Provision of recreational and personal development resources for users.

Access to information resources required to conduct successful learning and research.

Material acts to enhance the workforce, which is supportive of academic staff's productivity.

Circulation, serials, social media services, dissemination of information, and current awareness services are only a few of the academic library's offerings.

3.6 Paradigm Shift in Academic Library Services

The role and status of libraries have evolved considerably with the introduction of Information and Communication Technologies (ICTs). The rapid rate of progress in the field of information technology, as well as the introduction of networked information services, has spurred a complete assessment of the Library and Information Sciences profession,

according to Etim (2004). The global trend currently shows a fundamental change from a traditional information environment to an e-environment, with a greater focus on the purchase of e-resources like e-books, e-journals, and online databases. Traditional library and information services and functions, on the other hand, are still relevant. Today's academic library services are being pushed by an information explosion and the incorporation of Information and Communication Technologies (ICTs) into all areas of library services in the twenty-first century.

According to Kumar (2009), academic libraries are rapidly changing due to the use of new technology in all aspects of print to e-environment operations, where a range of manual methods are being replaced by computerised systems that allow for online access. Libraries must now provide a variety of information and communication technologies to users in order to get information with ease from both local and remote databases, necessitating library collaboration and consortium projects. (2005, Okiy) Academic library services in the twenty-first century are increasingly focused on digital, virtual, and borderless libraries, all of which have altered academic libraries and resulted in transition and transformation in the academic library environment. The transition and change are accompanied by increasing sophistication in the shifting pattern of consumers' information demands. (Singh and Kaur, 2009). According to them, the change is the consequence of the effect of ICTs, the Internet, and the web on all sorts of libraries. Academic libraries today confront exciting and difficult challenges as a result of advances in ICTs, which requires a positive response in all aspects of their services and activities if they are to stay relevant in the twenty-first century. As a result, academic libraries must create strategies to ensure their sustainability.

According to Yahaya, Aliyu and Adamu (2016), the University of Ibadan was the first tertiary institution to adopt the use of Information and Communication Technology in 1978 using CD-ROM extensively to produce bibliographic information. It is pertinent to note that over the last decades, many libraries have been adopting ICT in their operations and Academic Libraries are paving ways in the adoption of Information Communication Technology (ICT). Information communication technology is regarded as the change agent that has led to significant advancement in library services. With the use of ICT, libraries are shifting from printed materials to electronic sources of information which we find in electronic journals (e-journal), electronic books (e-book), electronic magazines (e-magazine) etc. Academic libraries are expected to provide fast and efficient services, especially among savvy users. Adetoro and Obaje (2015) indicated that there was an increased preference for e-resources over print resources because of its several advantages. This has resulted in having many users with high tech-savvy.

Academic libraries must embrace ICT and provide services that allow them to fulfil the demands of their users. With advancements in the use of ICT in academic libraries, academic librarians will be expected to seek innovative methods to satisfy the changing demands and expectations of users. ICT, on the other hand, has come to promote the development of innovative services that are compatible with modern technologies while maintaining the conventional responsibilities and functions of libraries.

3.7 Application of ICT to Academic Library Services

The application of ICT to library services has resulted in several improvements to library operations, making knowledge more accessible to users. Nigerian libraries are investing in library infrastructure development and better technology services to meet the information demands of their 21st-century library users.

Academic Library Services in the 21st century include the following:

A. Circulation Section: (Reader Services)

The circulation desk is often referred to as the heartbeat of the library. This is where the majority of the work of interface with the public is done. It entails the registration of new library patrons. This service is now being automated from the twenty-first century. To automate circulation services, different libraries use different integrated library software. Registration of library customers is simple with automated circulation. Charging and discharging (i.e. lending and receiving) of items is simplified compared to doing it manually. Students may now look for books or other materials without having to visit the library, thanks to the automation of circulation services. Users from all around the world can now use the library as long as the materials are available online.

Integrated Library Management Software (ILMS) comes in a variety of forms. Some are free to use, while others are for a fee. *Innovative Millennium* and *Sierra*, as well as *Koha*, are examples of *Integrated Library Management Software*. Due to budgetary constraints and administrative bottlenecks, the process of automating libraries in Nigeria is sluggish. Despite the budgetary difficulties, several Nigerian universities are adopting the programme.



B. Serial Services

Serial publications are now available in electronic format, which is known as Electronic Journal, Electronic Newspaper, or Electronic Magazine, thanks to advances in ICT. These information sources are easily available from anywhere on the planet. Among all of these sources of information, the Electronic Journal is the most widely utilised. Due to the high expense of purchasing and subscribing to various sources of information, university libraries in Nigeria are banding together under the auspices of the Committee of Vice-Chancellors and the Committee of University Librarians to create a consortium to subscribe to them at a lower rate. There are also other foundations, such as Research4life Foundations and The Essential Electronic Agricultural Library (TEEAL), that provide these services at a low rate, particularly for poor nations such as Nigeria, Zambia, India, Kenya, and others that the foundation serves. Electronic journals are now widely available and inexpensive for libraries to satisfy the academic demands of students and faculty members.

Librarians must now develop digital literacy skills in order to navigate the complexities of locating and searching for needed information for their clients, as well as organise literacy programmes to raise awareness of subscribed electronic journals and train students and lecturers on how to obtain information in the shortest time possible.



C. **Electronic Library Services**

The term "**electronic library**" refers to libraries that give digital information resources to their patrons via devices like computers and or telecommunication devices, while "**virtual library**" refers to libraries without walls, and their resources are sourced from outside the confines of the library building through databases, websites etc. Many Academic Libraries can be classified as hybrid libraries because they provide access to both electronic resources and services as well as preserving and supporting the use of physical collections (hard copies) located in the library buildings. With the rapid expansion and penetration of the internet in the twenty-first century, students and faculty members now have instant access to a wealth of information resources online. Electronic library services have enabled users who are unable to visit the library to obtain Online Reference Services, which may be obtained by sending messages to the librarian via email and waiting for a response.

Before the digital age, a librarian's job was to choose and arrange sources of information for simple retrieval and use; however, with electronic library services, the librarian advises users on how to get the information they need in an age of information overload. Despite the benefits attributed to the use of the electronic library, print sources of information continue to be available since it's not all the users that have the requisite skills to access networked resources. It has therefore become imperative for librarians to provide information literacy training to all users.



D. Online Public Access Catalogue (OPAC)

Since early 1980, there has been an Online Public Access Catalogue. By way of definition, a catalogue entry is a record that includes information about a library's holdings. The process of obtaining a thorough description of library resources is known as cataloguing.

The backbone of librarianship is cataloguing, which directs clients to the information they need. It is important to note that prior to the advent of information communication technology, only catalogues (books, cards, or sheaves) were used to obtain bibliographic information about library materials; in fact, catalogue cards are still prevalent in our University Libraries in Nigeria, even in the digital age.

The Online Public Access Catalogue (OPAC) is an online information retrieval system that retrieves records of library information resources using a Boolean Search Interface.



OPAC, according to Omekwu (2008), is an information retrieval system characterised by brief bibliographic entries, mostly of books, journals, and audio-visual materials accessible in a particular library that may be accessed remotely or inside a local network. Library employees, users, and the general public can access the OPAC list of resources via computer terminals at the library or the internet from a home café.

The OPAC is a basic index of the bibliographic material catalogued in the system that allows users to search the full catalogue online, simply and rapidly, using one or more search parameters. Some libraries have improved their OPAC management, which has resulted in better library services for their patrons.

The majority of these OPACs are components of an Integrated Library Management System. With OPAC, you may save time by browsing across catalogue cabinets with a single click of the mouse. OPAC modules are available in software such as KOHA and MILLENIUM.

E. Social Media Services

The shift from Web 1.0 to Web 2.0 has resulted in significant improvements in web technology. We are currently living in the era of Web 3.0, often known as the intelligent web. Libraries are now learning environments conducive to exchanging ideas, experimenting, and solving issues as a result of Web 3.0. Among

4.0 CONCLUSION

A library is generally concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study and consultation just like every library. The Academic Library is a storehouse of information or a record of human experience to which users may turn for data or information. Academic Libraries provide information services to their communities which comprise the students, faculty members and its immediate community with a mission of aiding teaching, learning and research. The purpose of academic library is to enhance learning and knowledge acquisition, support research, make an independent study available and accessible to its users, help in achieving the goals of learning, teaching, research, and information service and encourage active learning, which help students think critically and work independently or in groups.

The university libraries function to complement the university's overall objectives. Thereby making the selection and acquisition of the university library to be governed by rules which make each university library have a selection policy. Circulation, serials, social media services, dissemination of information, and current awareness services are only a few of the academic library's offerings. ICT is playing a major role in information dissemination in libraries, this is why The global trend currently shows a fundamental change from a traditional information environment to an e-environment, with a greater focus on the purchase of e-resources like e-books, e-journals, and online databases. This paradigm shift is manifested in the services rendered in the circulation section, serials section, electronic services, online public access catalogue (OPAC) and social media services.

5.0 SUMMARY

In this unit, we were able to explain the concept of an academic library as a university library that serves the University Community as the mission and vision of University Education. The purpose is to enhance learning and knowledge acquisition, support research, make an independent study available and accessible to its users, help in achieving the goals of learning, teaching, research, and information service and encourage active learning, which help students think critically and work independently or in groups. We outlined the functions of the academic library which in general is to complement the university's overall objectives. You also learnt about the services rendered in academic libraries in some sections of the library like the circulation section, serials section, etc. We went further to discuss Academic Library Services and the application of ICT which brought about a paradigm shift in academic library services.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define academic library.
2. What are the functions of the academic library in universities?
3. Mention and discuss briefly the academic library services rendered in universities.
4. Mention and discuss the sections and the ICT services rendered.

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UNIT 2 UNIVERSITY PRESS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 An Overview of University Press
 - 3.2 Types of Material Published
 - 3.3 Academic Quality and Book Acquisitions Process
 - 3.4 University Presses as Gatekeepers
 - 3.5 University Presses and Society
 - 3.6 University Presses and Scholarship
 - 3.7 University Presses in the University Community
 - 3.8 Challenges of University Presses
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
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1.0 INTRODUCTION

In unit one above, you learnt of the academic library as a subsystem of information in the University. In this Unit, the university press will be discussed as another subsystem of information under the following headings; An Overview of University Press, Types of Material Published by University Press, Book Acquisitions Process and Academic Quality, University Press as Gatekeepers, University Press and Society, University Press and Scholarship and Challenges of University Press.

2.0 OBJECTIVES

By the end of this Unit, you should be able to:

- explain the meaning of university press
- outline the types of material published by university
- explain book acquisitions process, academic quality and what university press as gatekeepers
- understand the relationships that exist between university press and the society
- explain the challenges facing university press in general.

3.0 MAIN CONTENT

3.1 An Overview of University Press

The global knowledge ecosystem revolves around university press. We produce works and provide services that serve a wide range of academic stakeholders, which include scholars, instructors, students, librarians, and the rest of the University Community.

The university press's mission is to reach out to a wide range of readers, and eventually, the wider world, which relies on well-informed and engaged peer-reviewed scholarship published to the highest standards. Every University Press has its own particular vision and goal.

The basic values of integrity, diversity, stewardship, and intellectual freedom that define what they are, the work they perform, and the objectives they strive are shared by all University Presses.

University press produces books and associated materials in a wide range of academic, creative, and professional disciplines, and they are created in universities to encourage intellectual communication. They provide avenues for specialised works by college and university teachers and other serious academics, as well as making fresh ideas and viewpoints available to a national and worldwide readership. By trade publishing standards, the sales of university press books are generally quite low. On the whole, University Presses' publications have a considerable impact on the agendas of many disciplines, particularly in the humanities and social sciences.

3.2 Types of Materials Published

Unlike trade publishing houses, which often choose and develop books for publication based on their economic appeal, University Presses have an overall goal to produce works of intellectual worth, despite the fact that their audiences are typically smaller than those of a trade book. When a University Press considers publishing a book, the financial consequences of the project are undoubtedly taken into account. University Presses, on the other hand, have typically placed a greater emphasis on a book's intellectual or artistic merits, with considerably less attention on possible revenue, as they are not profit-oriented.

However, towards the end of the twentieth century, such traditions had been tested, since university funding had typically dwindled and budget cuts had impacted negatively on academic libraries' acquisition budgets. The role of University Presses in selecting subjects and views to be brought to the attention of the intellectual community is one of their most

important functions. Books that cover specialist topics (sometimes referred to as monographs) remain one of the most important channels for the dissemination of scholarly knowledge and critical insight in the humanities and many social sciences. University Press publication lists continue to include such titles. This is less true in the natural sciences, where papers in peer-reviewed academic journals have traditionally been the primary means of disseminating new information. University Presses have also established a solid reputation for publishing poetry and regional studies.

Over the course of the twentieth century, publishing programmes got more specialised as universities and academic fields became more complicated and prone to specialisation. This specialisation was partially motivated by practical considerations, as maintaining a high level of expertise throughout the academic spectrum would be difficult for a university press.

Specialisation has the advantage of allowing particular University Press to acquire stronger and more national and worldwide reputations by focusing on fewer disciplines and topic areas. As a result, it's easier to advertise the publications that are already out there and to attract more high-quality submissions. In any event, a university press's qualities are generally reflective of the University of which it is a part.

3.3 Academic Quality and Book Acquisitions Process

The procedure through which University Presses acquire manuscripts is intimately connected to the claim of high quality. The distinction between University Presses and Commercial Publishers is particularly stark in this area of publication. Because the academic merit and integrity of works produced is a top priority for university presses, many of them have implemented a three-part review procedure to ensure that the books that make it to print have the necessary features.

Contact between an editor and a potential author is the first step in the process. Authors occasionally send a letter of inquiry or more rarely, a finished manuscript to a publisher, while editors occasionally seek out potential authors. If the editor approves a book proposal, the next stage is peer review which is usually not undertaken until the manuscript has been completed. During this phase, the publisher distributes the work to readers who have been chosen based on their academic position and credentials to evaluate it independently. In most cases, the peer review process begins with two readers. If one reader agrees while the other has doubts about the text, a third reader may be consulted.

If two readers give the text a good assessment, it moves on to the next phase of the process, which is a review by the press's editorial board. This group consists of a committee of academic members, most of whom are from the home university, who has the final say on whether or not the book should be published. The world of university presses is extremely decentralised. Despite the numerous obstacles to publishing at any particular press, the availability of numerous university presses implies that a manuscript may be rejected by one publisher but accepted by another with distinct requirements and standards. In the commercial publishing sector, there is also a smaller but important group of scholarly publishers, some of whom have great status in various academic disciplines.

3.4 University Presses as Gatekeepers

University presses have been described as "gatekeepers of ideas" by commentators. Many more books are submitted than are approved for publication at a University Press, and the higher a press's prestige ranking, the tougher it is to get one's book published there. Many fields rely on decisions about what to publish, and what not to publish, to shape their scholarly agenda. The historic lack of diversity among university press editors has been a source of concern for these reasons.

University presses are crucial to the lives of individual researchers in many fields, in addition to the role they serve for the scholarly community at large. The publishing of a book has long been seen as a significant indicator of intellectual accomplishment, particularly in the humanities. Book publishing in these disciplines, particularly by reputable university presses, may play a significant role in tenure and promotion decisions as well as increasing a scholar's profile outside of their own school. Beyond just having a book published, a scholar's academic reputation with the book's publisher is critical, since the prestige of the publisher is frequently used as an indicator of the quality of the work itself.

3.5 University Presses and Society

- University Presses make the entire variety and worth of research produced by university professors and outside researchers available to the general audience.
- Policymakers, opinion leaders, non-profits, journalists, and important writers rely on the fundamental research and analysis presented in University Press books, journals, and digital publications.
- University Press publications provide deep insight into the widest range of histories and perspectives, giving voice to

underrepresented groups and experiences at a time when the commercial publishing industry is continuing to consolidate.

- University Presses collaborate with libraries, bookstores, museums, and other organisations to encourage people to connect with ideas and expose them to a variety of cultures and viewpoints.
- University Presses seek a wide readership by publishing in formats ranging from print to e-book, to audio to online and by making publications available in accessible alternative formats for those with print-related disabilities.
- University Presses help draw attention to the distinctiveness of local cultures by publishing works on the states and regions where they are based. University Press translation initiatives make important works of research and literature published in other languages available to English-language audiences.
- University presses use reprint programmes and the resurrection of significant backlist titles, typically via free digital editions, to rediscover and preserve the availability of works essential to research and culture.
- By publishing unique works of fiction, poetry, creative nonfiction, and the visual arts, university presses promote cultural expression.

3.6 University Presses and Scholarship

- University Presses assess the authenticity and soundness of scholarship through a rigorous peer review and faculty board approval procedure in order to maintain high standards for academic publishing.
- Through rigorous editorial development, expert copyediting and design, intensive promotion and discoverability initiatives, and worldwide distribution networks, university presses offer value to intellectual work.
- University Presses reflect a diverse research culture by bringing together a diverse range of organisations in their community, including academic societies, research institutes, government agencies, museums, and foreign presses. University Presses support work in developing and multidisciplinary fields that have not yet received widespread attention, recognising the importance of new views in study.
- Early-career academics are supported and developed by university presses through the publishing of their first publications, which establish credentials and provide authorial experience.
- University Presses produce academic publications in the humanities, social sciences, and STEM fields, both old and new, contributing to a flourishing ecosystem of article-based study.

- University Presses actively encourage the translation of works by English-speaking writers into other languages, making their expertise available to researchers, students, and readers worldwide. University Presses are dedicated to multivolume publishing projects and dynamic digital resources, collaborating with librarians, foundations, and other organisations on works of broad scope and long-term significance.
- University Presses work with learned organisations, academic groups, and libraries to see how new technology may benefit and promote scholarly work.
- University Presses publish books, journal articles, and digital initiatives that are vital components of well-rounded syllabi and reading lists in undergraduate and graduate courses.

3.7 University Presses in the University Community

- University Presses carry on their parent schools' purpose, impact, and identity, demonstrating their devotion to information and ideas.
- The humanities, arts, social sciences, STEM areas, and professional schools are all represented by University Press publishing programmes, which cover the whole range of university research.
- University Presses indicate their parent institutions' support for research in important academic disciplines – notably in the humanities and social sciences – that receive little financing from the federal government or corporations.
- University Presses support their parent universities' community involvement and outreach initiatives by producing publications that are relevant to their local communities and to a broader regional readership. By creating favourable news coverage and reviews, winning book prizes, and maintaining active social media presences, university presses improve the public visibility and reputation of their parent schools.
- University Presses are at the forefront of developing and experimenting with new venues for disseminating and engaging with knowledge.
- To enhance non-traditional academic communication projects, university presses collaborate with campus libraries, digital humanities institutes, and other university departments.
- University Presses offer distribution and other publishing services to other university departments, as well as acting as distributors for independent publishers ranging from established presses to innovative scholar-led initiatives. University Press employees operate as local specialists for professors and administrators,

giving assistance on intellectual property, scholarly communication, and the publication process.

- University Presses engage in the teaching and learning mission by providing substantial work-study, internship, and apprenticeship opportunities for undergraduate and graduate students.

3.8 Challenges of University Presses

University Presses have faced several challenges, which grew more severe in the 1980s and 1990s as economic and technical developments intensified. University presses, as well as the few commercial presses specialising in academic publications, have experienced a lengthy period of sales decrease. This partly owing to severe financial cuts in college and university libraries. Some University Presses had already begun to reach out to a wider readership.

When University Presses' financial situation worsened, several of them sought to supplement their publishing lists with works that could be marketed to a larger audience without jeopardising the presses' intellectual reputation.

Technological advancements, which pose a significant challenge to book publishing in general, have had a significant impact on University Presses. In the 1990s, there was a lot of discussions about whether printed books had a future, and University Presses looked into different methods to take advantage of emerging electronic technology. University Presses have changed over time and confront various challenges, but they remain an important component of the academic world.

4.0 CONCLUSION

The University Press is a subsystem in the university that serve a wide range of academic stakeholders, which include scholars, instructors, students, librarians, and the rest of the University Community. The establishment of University Presses in universities is to promote scholarly communication, publish books and related materials in a wide range of academic, creative, and professional subjects. They provide college and university faculty and other serious researchers with outlets for specialised works and make new ideas and perspectives available to a national and global audience. The university press publishes works of intellectual worth. The academic merit and integrity of works produced is a top priority for university presses, many of them have implemented a three-part review procedure to ensure that the books that make it to print have the necessary features. The University presses have been described as "gatekeepers of ideas". The university press plays a significant role in the society, in scholarship and in the university community. The

university presses are faced with challenges like lengthy period of sales decrease and financial problems.

5.0 SUMMARY

This Unit is important as it is discussed the Concept of University Presses as a subsystem in the university that serves a wide range of academic stakeholders, which include scholars, instructors, students, librarians, and the rest of the university community. We were able to briefly discuss the following; the types of material published in the University Presses. Which Books that cover specialist topics (sometimes referred to as monographs) remain one of the most important channels for the dissemination of scholarly knowledge and critical insight in the humanities and many social sciences. University Presses have also established a solid reputation for publishing poetry and regional studies. Book Acquisitions, Process and Academic Quality, this is very important in the procedure through which University Presses acquire manuscripts that is intimately connected to the claim of high quality. This is why the university press has been described as "gatekeepers of ideas." We highlighted how the University Presses play a very important role in scholarship in the society, and the university community. Finally, we mentioned briefly some of the challenges faced by the University Presses like a decrease in sales and financial problems.

6.0 TUTOR-MARKED ASSIGNMENT

1. Conceptualise university press.
2. Briefly discuss the materials published in university presses.
3. Discuss the following:
 - i. Commercial Publishing Houses
 - ii. University Presses and Scholarship
 - iii. Book Acquisitions Process.

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UNIT 3 UNIVERSITY BOOKSHOPS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Definition of a Bookshop
 - 3.2 Features of University Bookshops
 - 3.3 The Role of University Bookshops
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the previous unit, you learnt about University Press, the types of materials published in the University Presses, Book Acquisitions, Process and Academic Quality, University Presses as Gatekeepers, University Presses and Society. This unit will go further to discuss University Bookshop, which is another subsystem of Information in the University. The unit will explain what a Bookshop is, the Features of University Bookshops and the Role of University Bookshops.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- discuss what is a bookshop
- explain the features of university bookshops
- examine the role of a university bookshop.

3.0 MAIN CONTENT

3.1 Definition of a Bookshop

A bookshop is the commercial trading of books which is the retail and distribution end of the Publishing Process. People who engage in bookshops are called book-sellers, book-dealers, book-people, bookmen, or book-women. Most people think of the university bookshop as a place to buy textbooks for courses. But nowadays many university bookshops do much more than that. With the trend for many universities to become a place of business for the public, the university bookshop includes much more amenities and products for sale. Most universities will have a bookstore on campus; the only ones that won't are those that are primarily

distance-education-based (i.e. satellite campuses), or those schools that are primarily or exclusively online.

3.2 Features of University Bookshops

1. Textbooks

This is what most people think of when they think of the University Bookshop. This is the primary place to buy used and new textbooks for courses. The larger institutions tend to have larger bookshops, due to the greater number of courses they offer and the greater need to house all those extra books. Textbooks are often arranged according to subject matter or course number, and book requirements are often listed next to the appropriate book so students know which texts and editions to buy. Old editions are sometimes offered for those students that don't want to pay full price for the newer editions.

2. Used books

As many students don't wish to keep their textbooks after they have completed a particular course, there are often many used textbooks available. Many university bookshops now offer a used textbook buy-back, sometimes throughout the year, sometimes only at the beginning of semesters.

Used textbook buy-back price is dependent on demand. Generally, if that same textbook is going to be reused in the upcoming semester, the bookshop will buy it back for 50% of its original price, condition-dependent. Often you don't need the original receipt; all you have to do is show up with the actual textbook. If that textbook is not being used next semester, its price drops dramatically. If the textbook is being used next semester, but at another campus or location than where you are trying to sell it back, the buy-back price will usually be 30%.

If the bookshop won't buy back your textbook for whatever reason (not in use for next semester, not in good condition, etc.), you can try to sell it privately. Many bookshops will also offer this service through their online website, here you can list and browse old editions of books.

3. Apparel and Gift Items

Along with actual textbooks, bookshops will also offer apparel with that school's logo. Some bookshops will have quite extensive collections and comprise a significant percentage of sales. University bookshops also double as gift shops and a place to buy other school supplies. With the recent trend for communities to use

campus space for public needs, bookshops now often include a café, similar to the trend of including cafés in chapters outlets. This creates a “Starbucks” atmosphere, where patrons can buy and read books while enjoying a coffee or meeting with friends etc. The fact the bookshop often serves these functions, geographically the university bookshop is often located around the centre of campus, next to the student union building or recreational centre, with accessible parking or public transit for the visiting non-student public.

4. Online Ordering

With the advent of e-commerce, it's no longer necessary to visit the bookshop in a vain attempt to find all your textbooks at once. Many bookshops now offer the option for students to create an account, login, and order all the required books online at once. Generally, the textbooks are delivered to the actual bookshop for pickup by the student, but some campuses will also offer delivery to another address (sometimes for a fee), especially if that campus lacks a Bookshop (such as a satellite campus). This is designed to ease the strain on students during the beginning of semesters when popular stocks at the bookshop will often run out or not be available until later in the semester.

Faculty can also take advantage of a similar system. After deciding which textbooks are to be used for their particular course(s), faculty can use the Bookshop's online system to order dozens, or sometimes hundreds, of copies of that book and arrange to have them available for a particular date.

5. Computers and Software

With the trend for electronic usage in the classroom, many of the larger bookshops will offer computers, software, and various electronics for sale. Some universities have their computer selection in their bookshop, while other universities have separate, dedicated computer shops. If you are a student wishing to buy a laptop or software, you could save money by buying at your campus bookshop, where prices can be as much as 20% lower than commercial outlets.

6. Refund Policies

Given that many students will enrol in a course and then subsequently drop out, or a course will be cancelled due to low enrolment, most university bookshops will have a very specific return policy. In most cases, if a textbook is to be returned for a 100% refund, it must be in perfect condition (this definition varies among schools, but generally highlighting, dog-earing, and

missing accompanying software will disqualify it). It must also be returned by a certain date, generally within 5-10 days of a course being cancelled or within 5-10 days of the drop-course date. Most times you have to provide proof in order to qualify for a full refund (e.g. a letter from the registrar). It is best to check your bookshop's return policy before buying, especially if you are ordering online.

3.3 The Role of University Bookshop

University bookshops with close links to their university play an essential role in supporting the academic activity of students and the research work of staff, as well as the cultural life of the University. Bookshops continue to play an undeniably important role in the experience of what it means to be educated and entertained. Bookshops and libraries are not merely noodle factories in the New World of online marvels, we must not lose sight of the physical artefact, which will continue to play an important role. The book has always been about collaboration, in its production and dissemination, in its journey from author to reader – it is ideas made flesh.

In this sense, its e-book offspring should be no different. Books can be purchased and accessed in hard copy and by online retrieval. In the future, academic bookshops will survive as bricks and mortars, adopting online purchasing and smartcard technology; by emphasising the tactile experience of browsing; by expanding product range and services; by offering author signings; workshops and events. So it is not an either/or question of e-book or hard copy; escalators or stairs; or whether these storehouses become impersonal keyboards and clicks, or shelves lined with beautifully produced books. They must provide for both: the existence of bookshops serving their communities – university or high street – is vital to our cultural well-being. That is at the heart of the matter. We must ensure bookshops do not become redundant in the delivery of content – whatever form that content takes.

We estimate that when a bookshop closes, about a third of its sales transfer to another bookshop. This means as much as two-thirds of sales disappear. Some of this spend doubtless migrates online, but much of it vanishes from the book sector entirely. The benefits of a bookshop seem too obvious to announce – to quote an anonymous bookseller: 'Words cannot do justice to the pleasures of a good bookshop.'

The university bookshop promotes this not only to current undergraduates, researchers, and conference delegates throughout the year; but to prospective students on open days, to guest speakers and external examiners, and to visiting overseas academics from partner institutions. The Bookshop, with its in-store and window displays, is 'one

of the few places (on-campus) where there are obvious clues of academic life.’

The university bookshop contributes to academic life by the promotion and provision of resources. A core activity, delivered in close partnership with academic staff, is the collation and production of recommended title reading lists which, one responder highlighted, ‘enable students to turn up to classes with books, prepared and ready to participate’. As is the speedy replenishment of stock on a ‘just-in-time’ basis, and customer orders that are ready for collection the following day, all with an automatic discount. It isn’t just about selling books, it is about meeting customer needs and providing our students with options when it comes to accessing information and acquiring knowledge; whether that is an e-book, a second-hand purchase or borrowing a title from the University Library. Booksellers are happy to price-check against online sellers because, contrary to popular belief, it is not always cheaper online.

By working closely with publishers and academic staff, the availability of custom books and ‘book bundles’ ensure good value. University Bookshop benefits immensely from its inclusion within the Libraries. Librarians regularly help students search the library database. Libraries do not put bookshops out of business. Where texts are too expensive, they can be borrowed or accessed; but e-book users continue to use bookshops. Approachable and knowledgeable booksellers are crucial. It is necessary to pass the ‘good bookshop test’ – is being able to ‘find books when you are not looking for anything in particular’ or books the browser ‘wouldn’t have found on their own’. The bookshop offers a valuable physical space when it comes to taking time out from the pressures and demands of everyday academic life; it is ‘a place for staff and students to wander among ideas and to generate chance sparks of inspiration’. The University Bookshop is an ‘essential part of the student experience and also ‘supports the teaching and research of staff magnificently’

Other academics have argued that the presence of a university-owned bookshop on campus ‘adds to our image as a Place of Learning’. It is an ‘essential part of a learning community’; and a ‘powerful message of intent and delivery, of what, as a university, we are all about’. Like many high-street bookshops, the university Bookshop is a modern, welcoming retail environment with seating and an adjacent Touchdown Café; but as a University-owned Bookshop:

The university bookshop helps students identify with the university; and like the library, chapel, sports centre, art gallery, and student union it is an essential part of the student experience. Some bookshop’s social media account like Twitter has received many positive direct messages and tweets from followers external to lamenting the absence of a bookshop at their university.

The bookshop supports the university's public lecture series, as well as conferences and author signings.

4.0 CONCLUSION

A bookshop is the commercial trading of books which is the retail and distribution end of the Publishing Process. People who engage in bookshops are called book-sellers, book-dealers, book-people, book-men, or book-women. So from one perspective, the primary role of booksellers will not change: in the future, booksellers will still provide retail service to students and will still work with faculty on the selection and sourcing of the most appropriate learning resources. However, the investment and development focus, particularly for the larger booksellers will shift and will be on developing richer resources, platforms, and data to help universities provide the best courseware and learning outcomes for their students. In doing this, booksellers will focus more on their core asset: a deep understanding of and relationship with universities, lecturers, and students. As a result, they will find new, exciting ways to support the university and student success. The features of a bookshop are textbooks, used books, apparel and gift items, online ordering, computer and software and refund policies. University bookshops with close links to their university play an essential role in supporting the academic activity of students and the research work of staff, as well as the cultural life of the university.

5.0 SUMMARY

In this unit, you learnt that a bookshop is the commercial trading of books which is the retail and distribution end of the publishing process and that the features of a university bookshop include textbooks, used books, apparel and gift items, online ordering, computer and software and refund policies. You have also learnt the roles of bookshops in the University Information System. These are contributions to academic life by the promotion and provision of resources that enable students to turn up to classes with books; providing our students with options when it comes to accessing information and acquiring knowledge; whether that is an e-book, a second-hand purchase or borrowing a title from the university library, working closely with publishers and academic staff, the availability of custom books and 'book bundles' ensure good value, supports the teaching and research of staff magnificently.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the term bookshop as a subsystem of information in the university.
2. Identify and explain six features of university bookshops.
3. What are the roles of university bookshops?

7.0 REFERENCES/FURTHER READING

Craig Dadds (2016) *Back to the Future: The Role of the Campus Bookshop* in R. E. Lyons et al. (eds.), *The Academic Book of the Future*. <https://creativecommons.org/version4> DOI: 10.1057/9781137595775.0020

Peter Lake (2016) *The Future of the Academic Book: The Role of Booksellers* in R. E. Lyons et al. (eds.), *The Academic Book of the Future*. <https://creativecommons.org/version4> DOI: 10.1057/9781137595775.0020

MODULE 3 ACADEMIC INFORMATION SYSTEM

Unit 1	Concept of Information System
Unit 2	Concept of Academic Information System
Unit 3	Academic Information and Management System

UNIT 1 CONCEPT OF INFORMATION SYSTEM

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1.0 INTRODUCTION

In this unit, we will discuss information system, information system feedback mechanism, components of information system, types of information systems, importance of information systems in an organisation, challenges of information systems.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- define Information Systems and explain the Information System Feedback Mechanism
- describe the components and types of Information Systems
- Identify the importance and challenges facing Information System.

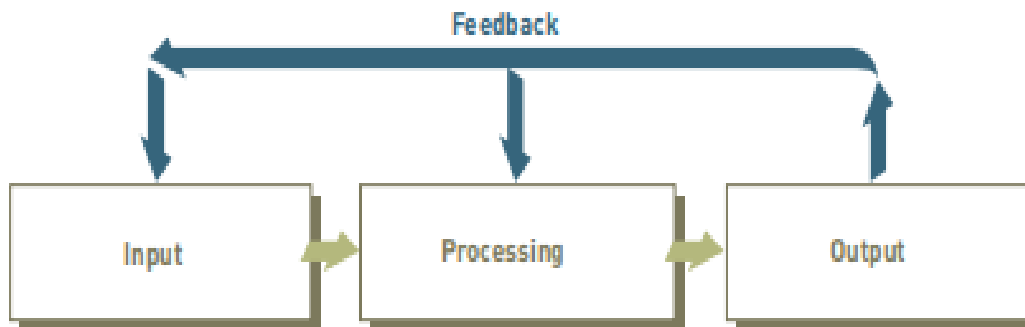
3.0 MAIN CONTENT

3.1 Definition of Information Systems

An information system (IS) is a collection of interconnected parts or components that gather (input), modify (process), store (output), and disseminate (output) data and information, as well as offer a corrective reaction (Feedback Mechanism) to help an organisation achieve its goals. The Feedback System is a component that aids businesses in achieving their objectives, such as raising revenues or enhancing customer service. Also, an Information System is a system that manages the flow and upkeep of information that supports business operations and may be utilised by organisations for a variety of objectives. Information Systems is the academic study of systems with a focus on information and the accompanying hardware and software networks that individuals and organisations use to gather, filter, analyse, generate, and disseminate data. An emphasis is focused on an Information System with a clear border, users, processors, storage, inputs, outputs, and the previously stated communication networks.

3.2 Information System Feedback Mechanism

The Feedback Mechanism is a component that aids businesses in achieving their objectives, such as raising revenues or bettering customer service.



Input

The action of obtaining and collecting raw data is known as input in Information Systems. For example, before pay-checks can be calculated or printed, the number of hours worked by each employee must be gathered. Instructors must submit student grades before a summary of grades for the semester or quarter can be produced and delivered to students in a university grading system.

Processing

The term "processing" in the context of Information Systems refers to the conversion or transformation of data into meaningful outputs. Making computations, evaluating data and taking alternative actions, and storing data for future use are all examples of processing. In organisational contexts, converting data into meaningful information is important.

Processing can be done manually or with the help of a computer. The number of hours each employee worked must be translated into net compensation, or take-home pay, in a payroll programme.

Employee ID number and department are frequently used as additional inputs. To calculate gross compensation, start by multiplying the number of hours worked by the employee's hourly pay rate. Overtime pay may be added if weekly hours worked exceed 40. Then, to arrive at net pay, deductions such as federal and state taxes, payments to insurance or savings plans are deducted from gross pay. The results of these computations and comparisons are usually saved once they are completed.

Output

In Information Systems, output refers to the creation of usable data, which is typically in the form of documents and reports. Paychecks for employees, reports for managers, and information for investors, banks, government agencies, and other organisations are examples of outputs. In some situations, one system's output can be used as input for another. For instance, the output of a sales order processing system can be utilised as input to a customer billing system.

Feedback

Feedback is information from the system that is used to make modifications to input or processing operations in information systems. Errors or issues, for example, may need the correction of input data or the modification of a procedure. Consider the case of payroll. Perhaps the number of hours worked by an employee was put as 400 rather than 40. Most information entry systems, fortunately, check to see if data falls within specific ranges. Because it is rare that an employee will work more than 100 hours in a week, the range for the number of hours worked may be 0 to 100. The information system would detect that 400 hours are outside of the acceptable range and notify the user.

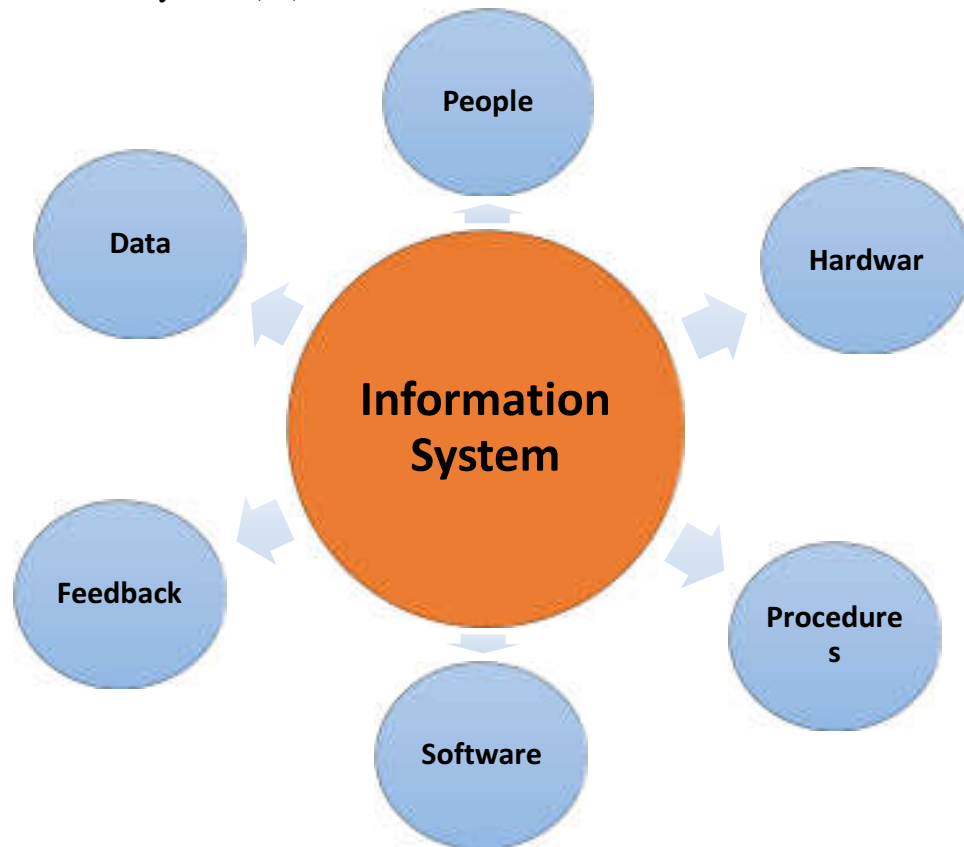
The feedback is used to double-check and adjust the entry of 40 hours spent. This mistake would result in an extremely large net pay on the printed pay-check if it went unnoticed!

Managers and decision-makers require feedback as well. A furniture manufacturer, for example, might utilise a computerised feedback system to connect its suppliers and factories. An information system's output might suggest that mahogany and oak inventory levels are growing low, which may be a concern. This information might be used by management to determine whether or not to order extra wood from a supplier. The system then receives these new inventory orders. A computer system may also be proactive, predicting future occurrences to avert issues, in addition

to being reactive. Forecasting is a notion that may be used to predict future sales and buy extra inventory before a shortage arises. Forecasting is also used to predict hurricane intensity and landfall locations, stock market values in the future, and who will win a political election.

3.3 Components of Information Systems

The six components that must come together in order to produce an Information System (IS) are:



1. **Hardware:** Hardware is a term that refers to machines and equipment. This category comprises the computer and all of its supporting equipment in a contemporary information system. Input and output devices, storage devices, and communications devices are all part of the support equipment. Hardware in pre-computer information systems might include ledger books and ink.
2. **Software:** The term "software" refers to computer programmes as well as any accompanying manuals. Computer programmes are machine-readable instructions that tell the circuitry in the system's hardware to work in a way that generates meaningful information from inputs. In most cases, programmes are saved on input/output media, such as a disc or tape. The "software" for pre-computer information systems comprised instructions for operating them as well as how the hardware was readied for usage (e.g., column headers in the ledger book) (the guidebook for a card catalogue).

3. **Data:** Data are facts that systems utilise to generate valuable information. Data is usually kept in machine-readable form on disc or tape in modern information systems until the computer needs it. The data in pre-computer information systems are usually kept in a human-readable manner.
4. **Procedures:** Procedures are the rules that control how an information system works. A frequent comparison used to describe the significance of procedures in a system is "procedures are to people what software is to hardware."
5. **People:** To be useful, every system needs people. People are often the most neglected aspect of a system, yet they are arguably the one that has the most impact on whether or not information systems succeed. This comprises "not just users, but also people who run and service computers, manage data, and support the computer network."
6. **Feedback:** It is a component of the IS that determines whether or not an IS may receive input (but this component isn't required for it to work).

Data serves as a link between people and hardware. This implies that until we include people, the data we acquire is just that: data. Data becomes information at that point.

3.4 Types of Information System

An information system can either be manual or automated. Few financial managers, for example, use hand-drawn maps and trend lines to aid in financial decision-making. These analysts build patterns on graph paper (processing) based on stock price data (input) from the previous several months or years to assist them to anticipate what stock prices will do in the next days or weeks (output). Some investors have made a lot of money by using manual market valuation information techniques.

Many excellent automated database programmes now watch stock indexes and prices and propose when large blocks of shares may be purchased or sold (dubbed "programme trading") to profit from market inefficiencies.

Computer-Based Information Systems

A Computer-Based Information System (CBIS) is a collection of hardware, software, databases, telecommunications, people, and processes set up to gather, alter, store, and process data into information. A CBIS is an example of a company's payroll, order entry, or an inventory-control system. The adoption of a CBIS has opened the path for fewer paper transactions and more efficient and successful conversion to an electronic system. CBISs may be integrated into goods as well.

3.5 Importance of Information Systems in an Organisation

The importance of Information Systems (ISs) has risen rapidly and most organisations have been urged to use them in order to maintain their competitive advantage. Today, it will be difficult to imagine a firm without a well-functioning information system. The introduction of an information system to a corporation may provide various benefits and aid in the way the company conducts its daily external and internal operations, as well as future decision-making. The following are some of the advantages of an information system:

New Products and Services: Any business that wants to develop and protect its future must adopt a broader viewpoint by implementing a well-designed and integrated information system. The IS facilitates the analysis of independent processes such as data in order to generate useful goods or services, as well as structured work activities. As a result, by studying how a firm generates, produces, and sells its products or services, an IS may provide a competitive edge. This indicates that the primary aim will be prioritised.

Storage of Information: Every business requires records of its operations in order to identify the source of issues and implement appropriate remedies. When it comes to preserving operational data, communication records, papers, and revision histories, information systems come in useful. Manual data storage will take up a lot of time for the organisation, especially when looking for specific information. Data is stored in a comprehensive and sophisticated database in a quality information system, making the process of locating it easier. A corporation may use this data to assess how specific activities impacted the business and to generate cost estimates and predictions.

Easier Decision Making: Without an information system, a company's decision-making process may consume a lot of time and effort. However, using IS makes it easy to supply all of the essential data and predict the outcomes, which may assist in making better decisions. The management team may utilise the data system to choose the best course of action and complete the duties. When there are multiple viable options, the information system may be utilised to simulate several scenarios by computing important metrics like costs, sales, and profits. In this manner, you may choose the one that would provide you with the best results.

Behavioural Change: With an information system, employers and workers may interact more quickly and efficiently. While emails are rapid and effective, information systems are more efficient since papers are stored in folders that employees can share and access. This means that information flows from upper management to lower management and

vice versa. In addition, lower-level employees become more informed and active in key decision-making, obviating the need for middle managers. Employees who are personally involved in decision-making are highly motivated and committed to their jobs.

3.6 The Challenges and Problems of Information Systems

When all of the existing barriers are broken down into humanistic, organisational, and environmental elements, the following are the key disadvantages and causes for failure in implementing IS in public organisations:

Humanistic factors

- The lack of information of the managers and users as they don't know exactly what they want and what their information needs are.
- The lack of understanding of the needs of the users by designers (the lack of correct definition of the needs and their analysis)
- The lack of information of the managers and users about the collaboration method with the designer team.
- The lack of participation of the managers and users in system design.
- The lack of understanding of the managers of software and information systems.
- The lack of information of most of the analysts and programmers (designers) with new system work environment.
- The lack of acceptance of the system executers and resistance against the change.
- The lack of accuracy in the data collected
- Organisational factors
- The lack of good conditions for participation and collaboration of the managers, users and system directors
- The lack of consistency and complexity of the existing manual systems.
- The lack of existing systems and methods analysis before the system design
- The lack of evaluation of the existing power
- Bad condition of educating the specialised forces
- The lack of human resources with management and computer fields and other required specialisations (the problems of absorbing human resources)
- Inadequate education of the users
- Inadequate and incomplete documentation
- Unsuitable implementation of the system
- Environmental factors
- The lack of quality criterion of the existing information systems

- The lack of suitable consultants for designing the system and software
- The lack of procedures and methodology and stages of creating the system
- The lack of evaluation of environmental aspects in management information systems
- The lack of suitable use of mass media to develop the culture of using computers and information systems.
- The lack of holding suitable MA training courses in the universities and the lack of suitable education of human resources in this regard.
- The lack of ratification of the suitable rules in government boards and the considerable problem in this regard.
- The lack of serious consideration and adequate investment in this regard.

3.7 Global Challenges in Information Systems

Globalisation has been aided by today's information systems. More worldwide opportunities are created by high-speed Internet access and networks that can connect individuals and companies all over the world. The global market has grown. Instead of getting items and services from across the block or across town, people and businesses may acquire them from all over the world. These prospects, however, bring with them a slew of problems and difficulties, including cultural, linguistic, and other difficulties.

Cultural Challenges: Countries and geographical areas have their own cultures and practises, which may have a considerable impact on persons and businesses participating in global commerce.

Language Barriers: It might be difficult to communicate exact meanings from one language to another due to linguistic variances.

Time and Distance Challenges: Individuals and organisations active in global trade in remote areas may find it challenging to overcome time and distance difficulties. It's tough to communicate with individuals on the opposite side of the planet due to large time differences. It might take days to get a product, a key part, or a piece of equipment from one site to another when travelling great distances.

Infrastructure Issues: In some regions of the world, high-quality power and water may not be accessible. Telephone lines, Internet connectivity, and qualified personnel may be costly or unavailable.

Exchange Rate: The value of different currencies can vary dramatically over time, making international trading more difficult and complicated.

Product and Service Challenges: Traditional physical or tangible items, such as a car or a bicycle, might be difficult to deliver to the worldwide market. However, electronic products (e-products) and electronic services (e-services) can be delivered to customers electronically, over the phone, through networks, through the Internet, or by other electronic means. Software, music, books, manuals, and advice can all be delivered globally and over the Internet.

Issues with Technology Transfer: Most nations prohibit the sale of certain military-related equipment and systems to specific nations. Nonetheless, some people feel that foreign firms are stealing intellectual property, trade secrets, and copyrighted content as well as counterfeiting goods and services.

State, Regional and National laws: Every state, region, and country has its own set of laws that individuals and organisations operating there must follow. Trade secrets, patents, copyrights, protection of personal or financial data, privacy, and other concerns are all covered by these laws. Laws restricting how data enters or exits a country are often called transborder data-flow laws. Keeping track of these laws and incorporating them into the procedures and computer systems of multinational and transnational organisations can be very difficult and time-consuming, requiring expert legal advice.

Trade Pacts: Countries frequently enter into trade pacts with one another. Examples of free trade agreements include the North American Free Trade Agreement (NAFTA) and the Central American Free Trade Agreement (CAFTA). Another example of a collection of countries with an international trade agreement is the European Union (EU). The European Union (EU) is a group of primarily European countries that have banded together for the sake of peace and prosperity. The Australia-United States Free Trade Agreement (AUSFTA), signed into law in 2005, and the Korean-United States Free Trade Agreement (KORUS-FTA), signed into law in 2007, are two more trade accords. Bolivia and Mexico as well as Canada and Bolivia have signed free trade agreements. Costa Rica, Canada and Israel, Chile and Korea, Mexico and Japan, the United States and Jordan, and many others.

5.0 CONCLUSION

The academic study of systems with a special reference to information and the related networks of hardware and software that individuals and organizations use to gather, filter, analyse, generate, and disseminate data

is known as information systems. The Feedback Mechanism is a component that aids businesses in achieving their objectives, such as raising revenues or bettering customer service. There are six components of an Information System (IS) they are; Hardware, software, Data Procedures People and feedback. The importance of Information Systems in an organisation includes facilitating the analysis of independent processes such as data, in order to generate useful goods or services that enhance storage of information, easier decision making and induce Behavioural Change. Some of the global challenges in information systems includes; cultural challenges, language barriers time and distance challenges, infrastructure issues, exchange rate, product and service challenges, technological transfer and state, regional and national laws.

5.0 SUMMARY

In this unit, you have discussed the meaning of Information systems as the Feedback Mechanism and component that aid businesses in achieving their objectives. We noted that there are six components of an Information System (IS) they are; hardware, software, data procedures people and feedback. We learnt that information Systems can either be manual or automated and the benefits of an information systems can be beneficially in an organisation which include, help in generating useful goods or services, facilitate information storage, easier decision making etc. The unit further explains the humanistic factors, organizational factors and environmental factors which are the major challenges and problems of information systems. Global challenges in information systems which include cultural challenges, language barriers, time and distance challenges, infrastructure issues, exchange rate, product and service challenges, issues with technology transfer, state, regional and national laws and trade pacts were also explained.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the term Information System.
2. What do you understand by the term feedback?
3. With a labelled diagram describe feedback mechanism.
4. Identify and explain the six components of Information Systems
5. Identify and explain the importance of Information Systems in an organisation
6. Identify three categories of the challenge of Information Systems and enumerate four of each problem.

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UNIT 2 CONCEPT OF ACADEMIC INFORMATION SYSTEM

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Definition of Academic Information Systems
 - 3.2 Why Academic Information System (AIS)?
 - 3.3 Features of Academic Information System (AIS)
 - 3.4 Advantages of Academic Information Systems
 - 3.5 Disadvantages of Academic Information Systems
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the previous unit, you learnt about Information Systems, how information is manipulated, stored and disseminated. This unit will go further to discuss the Academic Information System, Why Academic Information System? Features of Academic Information System and finally the Advantages and Disadvantages of Academic Information System.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain what is Academic Information Systems
- discuss the need for Academic Information Systems
- examine the features, the advantages and disadvantages of Academic Information Systems

3.0 MAIN CONTENT

3.1 Definition of Academic Information Systems

Academic Information System is a resource in the form of information that is related to academic concerns at a higher educational institution. Academic Information Systems can be utilised as a communication medium between lecturers and students, students and students, lecturers and authorities, and anybody else in the University setting as well as

serving as an information resource. As long as there is internet connectivity, internet technology is employed not only on campus but also off-campus. Academic Information System (AIS) is a web-based Information System to create a knowledge-based system that can be accessible over the internet, such as student's personal data such as:

1. Student Study Plan in accordance to the programmed subject in one semester
2. Student Study Result to know the resulting goal in the following lectures and study evaluation results and also its GPA.
3. Lectures scheduling that contain lectures schedule, student's activity, monitoring lecturer's schedule, and attendance in lecture.

This Information System will aid university performance in areas ranging from student services to worker services. However, with the rapid advancement of information technology, a university must constantly upgrade its information system in order to improve its performance. Academic Information Systems (AIS) were widely deployed as part of Information Systems (IS) at many higher educational institutions. They relied on AIS to assist them in managing their academic issues. The majority of higher educational institutions solely use AIS for administrative purposes; however, some higher educational institutions employ AIS to assist their decision-makers. The AIS may now be utilised to assist a different goal, such as Education 3.0, thanks to contemporary technology. Education 3.0 is a paradigm shift in the field of education. Its features have widened the learning process.

Academic Information System (AIS) is software that aids in the processing of academic data in a university. AIS is commonly used in higher educational institutions (HEIs) to manage student academic data beginning with registration, planning their studies, and reviewing their results. The majority of HEIs utilise a web-based AIS that is linked to the intranet. The AIS was only referenced in the research as being utilised for administrative purposes. Only students and administrative personnel use AIS in this research. Within a HEI, AIS refers to a collection of systems and activities that are used to organise, process, and utilise information as a source. The output of the information generated by this system will provide information to leaders or decision-makers that may be classified for various uses and objectives. In this study, AIS was not just utilised for administrative purposes, but also by institution leaders to assist them in making decisions about institutional growth. Students, lecturers, administrative workers, and executives all utilise the AIS. Students, teachers, and administrative personnel all have different demands that must be met by an Academic Information System.

The majority of AIS procedures and functions are the same, therefore they must be adaptable to change. This allows the system to stay current and deliver improved functionality as technology and user demands change. According to the information presented above, AIS is now used in higher educational institutions mostly for administrative purposes and to assist decision-makers. Lecturers, students, administrative personnel, and executive leaders are among the present users.

3.2 Why Academic Information System (AIS)?

Any higher educational institution's main objective is to improve learning, research, and teaching. This will be done quickly by analysing each student's output using professional statistical approaches such as a dashboard. The information obtained will be utilised to execute both constructive and punitive measures to help them improve and reach their full potential. If not done in a methodical manner, this approach can become time consuming and repetitious. The Academic Information System (AIS) allows universities to manage every element of their institution in a comprehensive, organised, and cost-effective way. Education Enterprise Resource Planning (Education ERP) eliminates the wasting of teachers' time in gathering student information as it makes it fuller and simpler. As a result, teaching personnel are better equipped to focus on teaching students and improving their performance

3.3 Features of Academic Information System (AIS)

Academic Information Systems have acquired a lot of traction in higher education because of their distinctive qualities, which have aided a lot of higher educational institutions. The Academic Information System has greatly aided in storing and updating student data to analysing and producing reports. Here are a few of AIS's best features:

1. **Maximum Organisation with Minimal Paperwork:** The AIS programme, which was developed specifically for academic institutions, assists educational institutions in simplifying and managing all of the duties associated with students and faculty. It simplifies the time-consuming and stressful process of student and faculty activities such as students' enrolment by significantly decreasing paperwork and digitizing each procedure to achieve productivity and transparency.
2. **Creating Professional Structured Course Content:** The Learning Management System (LMS) may be used to produce professional structured course content. Text, pictures, videos, pdfs, tables, links, text formatting, interactive exams, slideshows, and other elements can be added by the teacher. You may also establish several user kinds, such as instructors, students,

parents, visitors, and editors (hierarchies). It allows you to select which materials a student has access to, track their progress in class and communicate with them using contact tools. Teachers can manage courses and modules, enrol students or set up self-registration, see student reports, and import students into their online classrooms. Online assessment and attendance tracking: A Learning Management System (LMS) allow teachers to develop personalised examinations for students that can be accessed and submitted online. Multiple question kinds, such as one/multi-line answers, multiple choice answers, drag-and-drop order, essay, true or false/yes or no; fill in the gaps; agreement scale, and offline activities, are all supported by platforms. Administrators can examine attendance and records of whether a student attended, came late, or missed courses and activities in some LMSs that allow for attendance management and integration with classroom instruction.

3. **User Feedback:** The LMS allows students to communicate comments with both their professors and their classmates. Teachers can form discussion groups to allow students to provide comments and improve class participation. Students' feedback is a tool that helps professors improve their work, discover what to add or delete from their courses and determine what makes students feel more at ease and involved.
4. **Online Fee Payment:** Both parents and students can pay their fees online using whatever method they want. This guarantees a simple means of collecting fees and is error-free for both the staff and the students. After collecting the fee amount, a notification is delivered, making the transaction transparent and secured. Students who are late can also get an email or SMS alert. Student Information System (SIS) provides a secure fee payment platform for schools and higher educational institutions.
5. **Cloud-Based Enterprise Resource Planning (ERP):** The Cloud-Based Education ERP is adaptable and configurable, making it appropriate for a wide range of institutions with different needs and requirements. Furthermore, less amount of hardware is required on campus because the ERP provider maintains the majority of the gear, making it maintenance-free and cost-effective. Furthermore, educational institutions have the option of paying according to their consumption. Another advantage of cloud-based SIS is that it eliminates the need for institutes to hire hardware or software engineers.
6. **Seamless Communication:** The ability to communicate effectively, transparently, and quickly is critical to the seamless operation of any business. The higher education software guarantees that all key members of the educational loop, such as administration, professors, students, and parents, can communicate

quickly and reliably. It also allows management to contact anyone at any moment with only a few mouse clicks. To preserve privacy and security, all information transferred is kept private.

7. **Analytics Tools and Dashboards:** Organised data may be a valuable asset, especially when the data must be processed in a variety of ways to meet various objectives and expectations. Analytics tools assist management in making faster decisions by presenting data in a much more basic, easy, and cohesive manner. A simple glance at the dashboard will provide you with all of the necessary information. Furthermore, a variety of filters are available to sort the data according to the needs of the user.
8. **Mobile App:** Parents have become digital as a result of recent technological developments, which has increased the necessity to interact via digital methods. Due to their busy schedules, neither the instructors nor the administrators and the parents have time to respond to offline mail and notices. A smartphone app serves as a one-stop-shop for all communication needs. It's one of the most popular tools in use today as it is quick and simple.

3.4 Advantages of Academic Information Systems

Interoperability, accessibility, reusability, durability, adaptability and ease of maintenance are the six key benefits of AIS, which together form the idea of AIS. Other advantages include:

1. An AIS supports content in various formats: text, video, audio etc.
2. One can access materials at any time and from everywhere.
3. Teachers can modify the content and students can see the updated materials.
4. The evaluation of students is easier and fair, based on student attendance and online quizzes.
5. Teachers can track students' performance easily in the form of tables & graphs.
6. Students and teachers can re-use the materials at any time they need them.
7. Students can learn collaboratively by setting up a school website with the AIS software and it helps Keeps organisations up-to-date with compliance regulations.

3.5 Disadvantages of Academic Information Systems

The followings are the disadvantages of Academic Information Systems

1. Implementing AIS requires a well-built technology infrastructure.

2. Teachers have to be willing to adapt their curricula from face to face lectures to online lectures.
3. AIS are often impersonal and lacking in the dialogue opportunities provided by in-person (or face to face) training.
4. Having a learning module presented in only one style can make it difficult to accommodate different learning styles.

4.0 CONCLUSION

A resource in the form of information linked to academic issues at a higher educational institution is known as an Academic Information System. Academic Information Systems may be used as a means of communication between lecturers and students, students and lecturers, lecturers and authorities, and anybody else in the university environment, as well as a source of information. Universities may use the Academic Information System (AIS) to administer every aspect of their institution in a comprehensive, organised, and cost-effective manner.

Academic Information Systems (AIS) have gained a lot of momentum in higher education due to its unique characteristics, which have helped many higher educational institutions. The Academic Information System has made it easier to store and update students' data, as well as analyze and produce reports. Some of the greatest characteristics of AIS to mention but a few are; Maximum Organisation with Minimal Paperwork, Creating Professional Structured Course Content, User Feedback, Online Fee Payment, Cloud-Based Enterprise Resource Planning (ERP). Disadvantages of Academic Information System include; Implementing AIS which requires a well-developed technological infrastructure, teachers must be ready to change their curriculum from face-to-face lectures to online lectures, AIS are often impersonal and lack the conversation possibilities offered by in-person (or face-to-face) training, and When a learning module is provided in just one manner, it may be challenging to accommodate various learning styles.

5.0 SUMMARY

In the previous unit, we talked about information systems which is the academic study of systems with a special reference to information and the related networks of hardware and software that individuals and organisations use to gather, filter, analyse, generate, and disseminate data which is known as information systems. This is all about how an information system is used to enhance teaching, research and learning in an academic environment. Firstly, Academic Information System (AIS) was explained as a resource in the form of information that is related to academic concerns at a higher educational institution, also the need for an academic information system in higher educational institution was

discussed. We further learnt the features, advantages and disadvantages of Academic Information Systems.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the term Academic Information Systems.
2. Why is Academic Information System important?
3. list and explain the five features of the Academic Information System
4. Explain the advantages and disadvantages of an Academic Information System.

7.0 REFERENCES/FURTHER READING

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UNIT 3 MANAGEMENT OF ACADEMIC INFORMATION SYSTEM (AIS) IN HIGHER EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 System Setup
 - 3.2 Planning and Organising of AIS
 - 3.3 Implementing Academic Information Systems
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

This Unit will discuss the Management of Information Communication Technology in higher education which can only be effective when there is effective management of Information Systems. This will expose you to the planning and organisation of processes and systems set up in the Academic Information System and the implementation of the Academic Information System.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain the planning and organisation process of Information Systems
- describe the system setup in Academic Information Systems
- explain the implementation of Academic Information Systems.

3.0 MAIN CONTENT

3.1 Academic Information System Setup

The overall system comprises of three main modules, viz:

- a. Project Module
- b. Quiz Module
- c. Timetable- Slot Allocation Module

The whole system follows repository architectural style as it maintains constant contact with the database in all operations. This linear flow of information gives the various modules a form of pipelines and filter architecture.

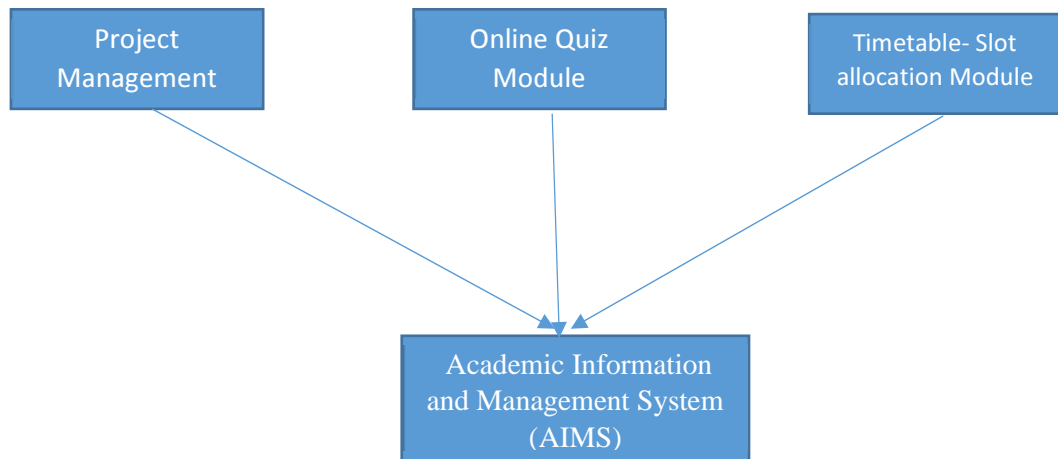


Fig. 1: System Setup

A. *Project Module:*

In the Project Management Module, faculties and students are permitted to create a password and then connect to the system. The registration forms are double-checked. Students can register for a project by selecting a guide from a list of accessible faculties. As soon as the project is registered, the faculty receives a request for approval, along with project data such as member information and an abstract. The project might be accepted or rejected by the faculty. If the project is rejected by the faculty, the student will be contacted to re-register. The review panel is established by using the reasoning outlined below. The project's domain is considered, and faculties who designated their initial domain as the project's domain are retrieved and a random group of three members is chosen. If there aren't enough members who have the project's domain as their first domain, we look for faculty that have it as their second area of speciality. This procedure is repeated until all three panellists have been located. In the worst-case scenario, if no faculty member specialises in the project's area, we choose them at random from the department's available faculty. The panel in charge is then chosen from among the eligible reviewers, with the most expert among the professors. He will be able to input the total marks for the project he is responsible for. Finally, each project is given a set of deadlines. The project's consolidated marks are entered by the panel in charge, and then the total mark is computed and the grade is assigned.

The project module is represented in the diagram below.

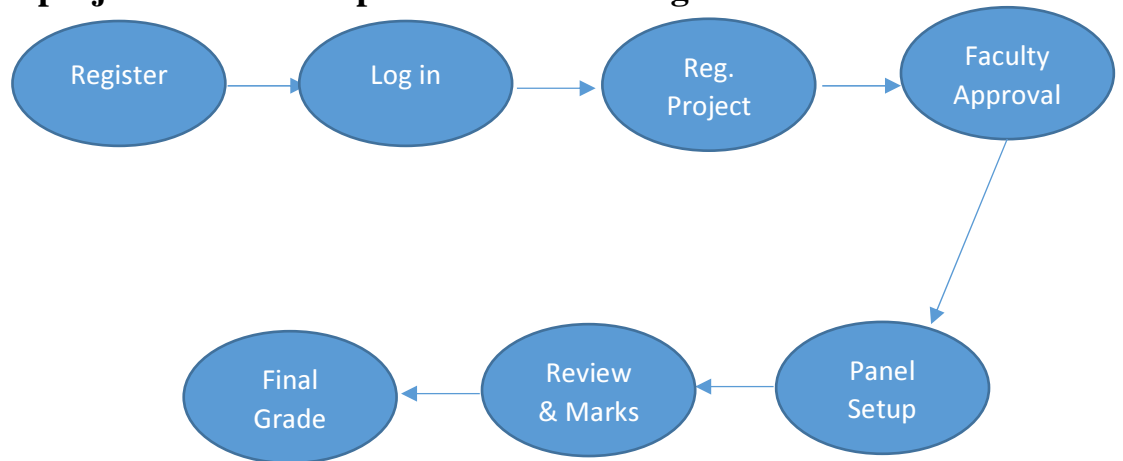


Fig. 2: Project Module

B. Quiz Module:

When a faculty member logs into the system, his/her domain of specialty is discovered, and he/she is only permitted to enter questions in his/her domain of specialisation. The instructor must choose the question's domain and input the question, which must include three alternative responses as well as the proper choice. These facts are saved in the database, with a unique id generated for each question entry automatically. After logging onto the system, the student can take the test by selecting a subject.

The countdown begins as soon as he starts the test and continues until the time limit is reached.

If the time limit is reached, the user submits, or the user tries to refresh the page, the test is automatically submitted, and the results are presented to the user. The database will also be updated as a result of this. It also has a simple system for uploading and downloading files. Faculty members can use this system to upload their files for academic reasons. The user can download it via the unique URL provided in his login.

The activities in the quiz module are depicted in the diagram below.

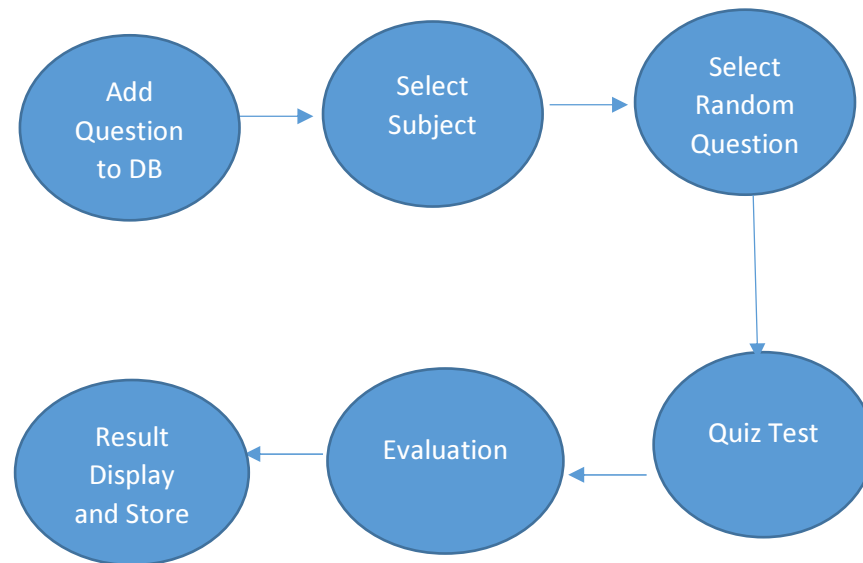


Fig. 3: Quiz module

C. *Timetable - Slot Allotment Module:*

Firstly, the database is filled with clean data from the faculties, including the topics he is responsible for and the class names. The administrator may access the system and select the appropriate branch and year. The slots are assigned and the list is shown as he picks the faculty or class view. The timetable for each faculty or class may be viewed by the administrator.

Students are then given access to the system, where they may choose from a variety of faculties and slots for each course. As he /she enters his/her request, the system saves the appropriate entries and increases the number of students in the associated faculty and slot. Each slot is fixed a maximum of 60 students, if the number of students in a slot reaches 60, then that particular faculty and slot should not appear in the student choice selection form.

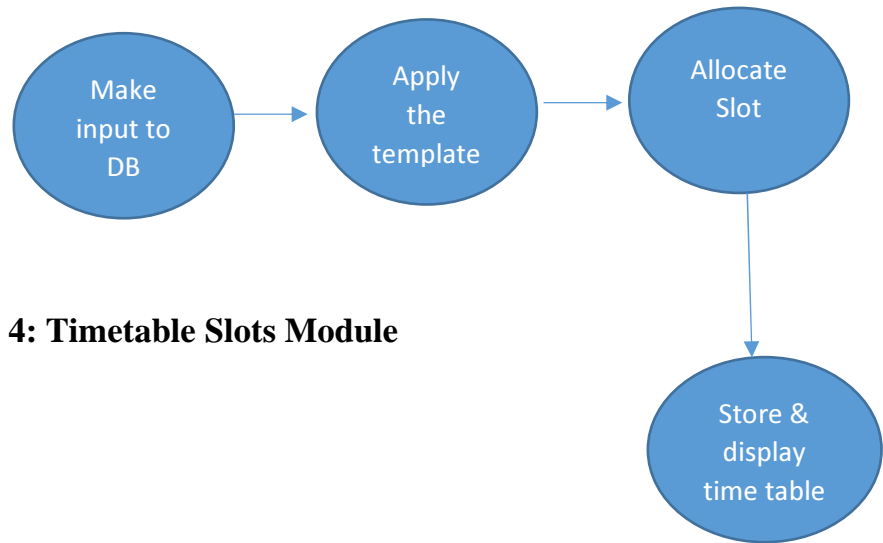


Fig. 4: Timetable Slots Module

3.2 Planning and Organising of AIS

These sub-variables are broken down into five indicators

1. The presence of AIS strategic planning and the extent to which it has been implemented;
2. Users of AIS are socialised and trained.
3. AIS organisation and efficacy;
4. Management of AIS's Human Resources (from recruiting to firing) and
5. The colleges' ownership of and effectiveness with the AIS software.

One of the activities that should not be overlooked in the administration of information systems is the planning and structure of information systems. The most crucial phase in the process of establishing an information system at an institution is the planning of information systems.

The most essential element is the amount of time it takes to provide and integrate necessary data into the institution's operations, the difficulty of finding a qualified operator and the amount of money as well as the management resources required to run it.

Apart from the devices that process the data in information systems management, which is an essential component, creating an information system does not begin with a comparative study of the device's availability. Designing information systems should also start with an examination of the kind of choices that will be made by each unit manager. The planning process for information systems in all higher educational institutions begins with a strategic plan. Almost all colleges believe that the AIS strategic plan is vital since it serves as the foundation for AIS policy and execution. The strategic plan refers to the entire process of creating a blueprint management system. The AIS users' socializing and training are also key aspects of the planning process. This is critical in the context of the preparation and conditioning scenario, as it allows the AIS culture to be developed in a methodical manner.

3.3 Implementing Academic Information System (AIS)

The implementation of AIS reveals how far academic information systems at institutions have progressed, what issues have been encountered and how they are being resolved.

Purpose and Importance of Implementing Academic Information System

In Universities, the Academic Information System (AIS) provides strong tools for storing and managing student data such as recruiting and admission, attendance, timetables, grades, transcripts and a variety of other records. Schools can use AIS software to track academic achievement and improve communication between students, professors, staff, and parents. In today's world, higher educational institutions are eager to integrate academic information systems. Many educational institutions have been in operation for a long time and are still utilising old software. In most situations, replacing important legacy systems with a strong, integrated academic information system software that uses future-ready technology to improve operations and serve stakeholders efficiently is not difficult and does not cause substantial business interruption.

Ways of Implementing Academic Information System

1. ***Recruitment and Admission:*** Through multi-channel communication, educational institutions may strengthen their ties with prospective students. Using PCs, laptops, cell phones, and tablets provide prospects with real-time application and admission progress updates. Currently, universities devote a significant amount of time to manual labour. Implementing a school management system may automate most processes and optimise your institution's present operations, resulting in increased efficiency, time savings, and effort savings. Administrators can use next-generation AIS to create admission processes with multiple stages, configure workflow rules to process applications, store documents in digital format, track and manage seat availability for each grade, schedule meetings on the events calendar, accept fee payments from mobile devices, and view progress at any time via dashboards and reports for informed decision-making.
2. ***Enrolment and Registration:*** Enrolment and registration tools assist students in effortlessly achieving their goals. Using an online system, you may easily enrol students in programmes, design courses, manage course sections, and register for courses.
3. ***Academic Planning and Administration:*** Teachers may use powerful planning tools to develop individualised learning

- programmes that assure student retention and achievement. Academic administration software allows for real-time tracking of course progress and student achievement, which aids in retention.
4. **Teacher Support Tools:** AIS allows you to submit assignments online, declare the results of student exams, quizzes, and other assessment scores, publish grades, arrange course schedules, manage curriculum, track attendance, and keep a variety of other records consistently and correctly.
 5. **Discipline:** What if the school is unable to manage behaviour problems across many departments? Discipline tracking tools allow school teachers and staff to report incidents on the spot, define behaviour codes, track action compliance, initiate referrals, track positive behaviour and rewards, send instant alerts to parents on repeated behaviour incidents, and generate a variety of reports on a variety of topics.
 6. **Fee Invoicing and Payment:** Fee invoicing and payment solutions allow students and staff to easily access fee data. Flexible payment plans, discounts and fines, and automatic receipt generation are all features of the mobile app for schools, which also ensures secure mobile transactions with payment gateway integration, generates reports to provide visibility on payments, and sends instant alerts and reminders via email, SMS, and push notifications from mobile devices.

4.0 CONCLUSION

The aim of the Academic Information and Management System (AIMS) is to develop a complete automated solution to all the academic activities involved in an institution. This can be achieved through a linear flow of information, that gives the various modules a form of pipelines and filter architecture. The Project module, online quiz module and timetable-allocation. The planning and organisation of Academic Information systems have to do with strategic planning and implementation, socialisation and training, organisation and efficacy, human resources and colleges' ownership. There are ways of implementing an academic information system through recruitment and admission, enrolment and registration, academic and administration, teachers support tools, discipline, free invoicing and payment. Even though every institution follows its own method and approach for doing these academic activities, they are all aimed towards a common objective.

5.0 SUMMARY

In this unit, you have learnt how to set up Academic Information System using the three main modules, project management, online quiz module and time table slot allocation module. We further learnt how to plan and

organize AIS using the variables which are broken down into five indicators strategic planning and implementation, socialization and training, organisation and efficacy, human resources and colleges' ownership and implementing AIS through recruitment and admission, enrolment and registration, academic and administration, teachers support tools, discipline, free invoicing and payment.

6.0 TUTOR-MARKED ASSIGNMENT

1. Academic Information Systems setup comprises of three main modules; list them and provide a label to explain them.
2. Planning and organising of Academic Information Systems are broken down into five indicators; list them.
3. List and explain ways of implementing Academic Information Systems.

7.0 REFERENCES/FURTHER READING

- Nadesh, R. K., Narayanan, K. L. & Mohankumar, B. (2012). Academic Information and Management System, an Automated Tool Using ICT for two-tier Academic Institutions. *International Journal of Advanced Research in Computer Science*. 3(2): pp. 257-261
- John Stark, "*Engineering Information Management System*"., John Wiley, & Sons, Incorporated., 1992.

MODULE 4 ACADEMIC INFORMATION SERVICES

Unit 1	Information Services
Unit 2	Academic Information Services
Unit 3	Academic Information Services in the Library

UNIT 1 INFORMATION SERVICES

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Concept of Information Service
3.2	Aspect of Information Services
3.3	Types of Information
3.4	Nature and Characteristics of Information
3.5	Importance and Need of Information
3.6	Information Service versus Reference Service
3.7	Information Officer Notes
3.8	Information Officer versus Librarian
3.9	Dissemination of Information
4.0	Conclusion
5.0	Summary
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1.0 INTRODUCTION

Libraries are meant to provide information services to their clientele. Modern libraries provide various library and information services to fulfil the information needs of their clientele. Information revolution is responsible for an increase in the variety and volume of information services. Electronic delivery of information has become a necessity. The Internet has opened new vistas of information resources. Despite all these, information services are still required and this Unit will therefore briefly discuss Information services and products.

2.0 OBJECTIVES

By the end of this Unit, you should be able to:

- explain the concept of information services
- identify and explain aspects of information services

- identify and explain types, nature, characteristics and needs of information services
- discuss how information service is related to reference service.

3.0 MAIN CONTENT

3.1 Concept of Information Service

An Information Service, in its most basic form, is a service that delivers (serves) data, information and knowledge in some ways. This definition, however, is insufficient to explain the scope and area of an Information Service. As a result, the word "Information Service" must be defined in a specific context. In this course, Information Service will be defined in the context known as an Information System. An Information System is any combination of information technology and the actions of people who use that technology to support operations, management, and decision-making. The definition goes on to define the word from a more technical viewpoint in a wide sense. The term Information System refers to the interplay of people, algorithmic processes, data, and technology. An Information Service is an example of information technology, according to the first section of this description. As a result, an Information Service is a component of an Information System. People are the second role in this definition. This term must be replaced with the term agent, which might refer to an administrator or a user. A user might be a customer or a contributor. Furthermore, an agent might be either a human or a machine. The interaction is that an Information Service gathers (retrieves), manages (structures) and saves data/knowledge/information before serving it to a user. As a result, the following definition is given: An Information Service is a component of an Information System that delivers data/knowledge/information to consumers and gathers it from its contributors in order to manage and store it utilising administrators as needed.

A library's primary goal is to collect, organise, store, analyse, and disseminate information. Information is being disseminated in some ways. This method of disseminating information is known as a service. Some of the most essential information services at a library include reference services, CAS, SDI, literature searches, database searches, document delivery, and translation services.

3.2 Aspect of Information Services

There are two aspects of information services such as:

Provision of Information on Demand: When a user requires information, it is provided on demand. He or she walks up to the reference/information desk and asks for information using a specific

query. On demand, he would receive response(s) to his/her exact question(s).

Provision of Anticipated Information: This element seeks to keep users informed and up to date in their field of specialty as well as in related issues. This is known as information distribution, or more colloquially, 'Current Awareness Service' (CAS). This is a critical aspect of information service. It is unquestionably a distinguishing feature of special libraries or Information/Documentation Centres. However, this aspect of Information Service will not be completely missing in other kinds of libraries, though it might get less attention.

3.3 Types of Information

The objective of this course is to discover answers to issues that demand information. This can be gained from the collected store of knowledge or through ongoing communication – either directly from primary information sources or through secondary information sources—with the accessible informational resources. Whatever the scenario, certain types of information exist and they are:

- A. **Conceptual Information:** The thoughts, beliefs, and hypotheses regarding the connection that Notes exist between the variables in the issue area.
- B. **Empirical Information:** Experience or research data can be derived from oneself or from others via communication. It might be laboratory-generated or the result of a "literature search."
- C. **Procedural Information:** This is the approach that allows the investigator to work more efficiently. It refers to the methods used to collect, alter, and test the investigation's data; it is primarily procedural, and it is the source of the "scientific mindset." **Stimulatory Information:** Man must be motivated and there are two sources of motivation: himself and his surroundings. Environmentally generated knowledge is most likely most effective when communicated through direct conversation.
- D. **Policy Information:** Policy information is the focal point of the decision-making process. Collective action demands the defining of aim and purpose, the assignment of responsibility, the codification of rights and privileges as well as the assignment of functions.
- E. **Directive Information:** Group action cannot progress successfully without coordination, and coordination is done by directive information.

3.4 Nature and Characteristics of Information

A researcher is constantly bombarded with information of one kind or another. The majority of it goes unnoticed: What is necessary is “relevant information”. The adjective in the quotation here is one of the core difficulties of information retrieval. The nut to crack is determining what “relevant” implies in a given context. In the first instance, it may be time-dependent. Often, information is needed at a certain moment in the development of a research endeavour. It may be very important if it is detected and retrieved at the time; if not, it may become completely irrelevant. Again, for the information to be meaningful, it must be provided in an acceptable manner.

3.5 Importance and Need of Information

Information is a valuable asset. The supply of the correct sort of information in the right form at the right time is critical to modern society's growth. Planners, decision-makers, and policymakers at the national, regional, and local levels require knowledge in order to plan effectively. A professional or researcher may require knowledge in order to be current and well-informed in his field of expertise. All of this emphasizes the importance of information. Information dissemination is an important component of information service, and efficient information service is one of the major indications of a library's successful operation. This service is prioritised in Special Libraries, Information Centres, and Documentation Centres. Special Libraries are likewise ahead of conventional libraries in this field of librarianship. No good library system can afford to overlook the provision of excellent information services.

Many modern libraries, especially those specialising in science and technology, have re-oriented their services and now offer:

Personalised Information Services: Specialised services provided on a case-by-case basis, in which the service provider must be academically sound and efficient in order to address the query, gather data from various sources and prepare the information for handing over to the user in the format that the user requires.

Value-Added Services: These are specialised services that special libraries give to their customers.

With the above in mind, the necessity for information services has grown in importance and prestige, since information scientists increasingly produce information from raw data (rather than passing over data), which is what is now required by the users.

3.6 Information Service versus Reference Service

A library's or information centre sees reference service as one of the most essential in service delivery. Reference requests vary from one library to the other. Professors, researchers, planners, managers, policymakers, and high-level workers may be seeking specialist services/information, or it may be basic information asking about the availability of a document. A reference service might be of the fact-finding or long-term research variety. Regardless of the type of inquiry, it necessitates the use of various types of reference/information sources.

As a result, the primary goal of this section is to acquaint students with various types of reference sources and their information content. The goal of reference work is to make it as easy as possible for information to flow from information sources to information searchers. The fundamental reason for reference service according to Kurmar (2003) has been founded on the principle to help establish contact between the users and the right documents at the right time, thus saving the time of the users.

From the above, we may look at what a reference source is. In general, a reference source may be defined as any publication that contains authoritative information. This source should (usually) be confined to standard reference works in library terminology. Information has become a resource as well as a commodity in today's information era, and its handling and processing have become a key activity. Thus, the expectations are centred on knowing what to gather, how to gather them, process them, and eventually apply them. Students, instructors, researchers, scientists, technicians, experts, planners, and policymakers all have different information demands and requirements.

Potential consumers may have a variety of criteria, including:

- They may require rapid access to information for a certain area (discipline) or the availability of the most up-to-date information in the defined area.
- It is commonly known today that more information is created than consumed, thus the need for information selection has become imperative as a result of the consequential information explosion.
- A criterion for evaluating and selecting reference materials is also one of the important components, given the diversity of sources accessible, each with its own scope and limitations.

All of the users' requirements/needs can be satisfied if they have access to appropriate and up-to-date reference sources. As a result, the reference volumes kept by the library's reference staff serve as a solid foundation for any reference service provided by the library. This means that

reference service entails not only answering customers' inquiries using an appropriate reference tool, but also maintaining information resource banks from which users may obtain information. It also entails forging connections with information sources both inside and outside the library. As a result, the notion of collaboration with other libraries and information organisations to pool resources must be emphasised.

The library should have a good reference service in place in order to function more efficiently. This efficacy, on the other hand, will be determined by the creation and generation of the necessary documents, which will be determined by access to, placement of, and distribution of the relevant documents. The library's reference service handles the role of making knowledge available, but the library's activity of obtaining, organising, and conserving reference materials is something that users are unaware of, though extremely important to them. Apart from that, users have particular reference inquiries, which are the most essential component of reference work since they connect to reference questions and their related reference sources. Many libraries are facilitating both traditional forms of reference services as well as complementing and supplementing them with digital services by deploying digital tools and techniques to provide real-time reference services and/or virtual reference services in order to meet the changing information needs of their users. Reference sources are the most obvious beginning point for finding information for the vast majority of inquiries posed in libraries.

3.7 Information Officer Notes

Information officers are in charge of organising data so that it is easily accessible. Work activities vary based on the organisation's or client's demands, but they generally include:

- selecting, managing and acquiring resources (both hard and soft copies) to meet an organisation's current and anticipated needs;
- classifying, collating and storing information, usually using special computer applications, for easy access and retrieval;
- creating and searching databases;
- cataloguing and indexing materials;
- scanning and abstracting materials;
- conducting information audits;
- developing and managing electronic resources, using, for example, online databases and content management systems;
- writing and editing reports, publications and website contents;
- developing and managing internal information resources and networks via intranet sites;
- designing for the web;

- overseeing the development of new information systems;
- responding to enquirers' requests using electronic and printed resources;
- running effective enquiry and current awareness or 'alerting' services and developing communications strategies;
- providing user education via leaflets, websites and tours of the library/information room;
- publicising and marketing services, internally and externally, through publicity material, demonstrations, presentations and/or social media;
- providing training and advice to colleagues and sometimes clients on the use of electronic information services;
- managing a range of projects;
- developing and exploiting multimedia information;
- giving presentations and individual consultations.

3.8 Information Officer versus Librarian

Knowledge management techniques appear to be especially beneficial as libraries grow more reliant on digital storage and access technology. Most knowledge management systems place a strong emphasis on information and communication technology, raising the topic of librarians' function in these systems. Librarians and information officers must play a demanding and important role as cultural boundary spanners if global digital libraries are to achieve their promise of giving access to the broadest possible variety of knowledge.

This is based on evidence that knowledge is obtained, acquired, and used in a culturally dependent manner and that learning – the acquisition of new knowledge - is facilitated by culturally dependent abilities. This component of knowledge implies that the tacit dimension of knowledge and learning may necessitate the assistance of humans in bridging the gaps between different knowledge domains and cultures.

A librarian is a professional who works in a library and has earned a degree in librarianship (known either as library science or library and information science). The origin of the term "librarian" (Latin *liber*, "book") suggests that a librarian is traditionally linked with book collections. The function of the librarian is changing all the time to suit changing social and technical demands. A modern librarian, on the other hand, may work with information in a variety of media, including books, periodicals, newspapers, audio and video recordings, maps, manuscripts, pictures and other electronic and graphic materials, bibliographic databases, online searches, and digital resources.

Other information services that a librarian may give include computer training and provision, coordination of public programmes, basic literacy education, assistive equipment for individuals with impairments and assistance in locating and accessing community resources. The growing importance of technology in libraries has a considerable influence on librarians' shifting duties. New technologies are drastically expanding information accessibility and librarians are adjusting to the changing demands of users as a result of these new technologies' acceptance.

The transition from conventional card catalogues to Online Public Access Catalogues (OPAC) is one of the most significant examples of how technology has transformed the job of librarians in the last 50 years. For categorizing documents electronically, librarians had to create software and the MARC standards. They had to buy and set up the machines required to execute the programme. They needed to teach the general population how to use new technology and transition to more virtual working environments or settings.

Other technological advancements, such as electronic databases (including the Internet) and logistical tasks such as bar codes, may be considered to be similar (or in the near future RFID). Many librarians offer virtual reference services (via web-based chat, instant messaging, text messaging, and e-mail), participate in digitization projects for public domain works, teach information literacy and technology classes to their clients and work on the development of information architectures to improve access and search functionality. These instances show how librarians are using technology to fulfil and expand on their historical responsibilities. Librarians must continually adapt to new formats for information, such as electronic journals and e-books, which present both challenges and opportunities in providing access and promoting them to library patrons. Increasing technological advance has presented the possibility of automating some aspects of traditional libraries.

3.9 Dissemination of Information

Information dissemination is a proactive information service that aims to educate and enlighten certain groups of people about social, economic, and educational concerns, challenges, and possibilities. It necessitates systematic information preparation, gathering, organisation, and storage in order to distribute it to the target audience via various media and communication channels.

Before going on to the information demands of a community, let us first explore the necessity of information dissemination. It is certain that survival and self-development are key concerns for many adults in many cultures. As a result, it is important and urgent to improve their

socioeconomic position. This necessitates providing technical skills and education to adults, the underprivileged, and economically disadvantaged members of society. Organising initiatives aimed primarily at increasing awareness, education and training, on the other hand, is heavily reliant on information and communication. As such, information dissemination is a crucial and critical component of adult education and learning programmes' effectiveness. Organisers frequently consider information distribution to be a one-way type of communication, with information and recommendations being disseminated primarily through mass media in a cost-effective and timely manner. Posters and pamphlets are used in certain situations, whereas text-based print medium is used entirely in others. In adult education, however, two-way communication is more important and beneficial for arranging awareness programmes and events. The systematic gathering, organisation, and preservation of information relevant to the requirements of the adult population is required for information dissemination. Capturing important information, both content-oriented and problem-oriented information, can be done in a variety of ways. Some strategies are tried and true, while others are novel. After obtaining information in this manner, adult educators can provide a series of services.

4.0 CONCLUSION

An Information Service is a service that delivers (serves) data, information and knowledge in some ways. Information Service is a component of an Information System that delivers data/knowledge/information to consumers and gathers it from its contributors in order to manage and store It, utilising administrators as needed. A library's primary goal is to collect, organise, store, analyse, and disseminate information. Information is being disseminated in some ways. This method of disseminating information is known as a service. Some of the most essential information services at a library include reference services, CAS, SDI, literature searches, database searches, document delivery, and translation services. A library's or information centre sees reference service as one of the most essential in service delivery. Reference requests vary from one library to the other. As a matter of fact, the primary goal of this section is to acquaint students with various types of reference sources and their information content. The goal of reference work is to make it as easy as possible for information to flow from information sources to information searchers.

5.0 SUMMARY

In this unit, you learnt about Information Services, which is said to be a service that delivers (serves) data, information and knowledge in some ways. We highlighted some aspects of Information Services and they are: provision of information on demand, provision of anticipated information. The types of information are conceptual information, empirical information, procedural information policy information and directive information. You also learnt about the relationship between the information officers and the librarians which says that librarians and information officers must play a demanding and important role as cultural boundary spanners if global digital libraries are to achieve their promise for giving access to the broadest possible variety of knowledge. The functions of information officers and the relationship between information service and reference service were also discussed.

You can now evaluate yourself by attempting the self-assessment questions that follow below.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the term information services.
2. Discuss the two aspects of information services.
3. List and explain 5 types of information.
4. Discuss the relationship between information officers and the librarians.
5. Enumerate the functions of an information officer.
6. Is there any relationship between information service and reference service, if yes discuss.

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UNIT 2 ACADEMIC INFORMATION SERVICES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
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1.0 INTRODUCTION

Libraries play a key role in the information services industry. Libraries and information professionals help people sort through information and keep up with technology that continues to rapidly advance. In this Unit, you will learn about types of library information services.

2.0 OBJECTIVES

By the end of this Unit, you should be able to:

- explain the concept of information service
- analyse the functions of library information services
- explain various types of library information services.

3.0 MAIN CONTENT

3.1 An Overview of Academic Information Services

Information is a tool that we use to learn, make decisions, and respond to issues and concerns that we confront on daily basis at work, school and in our personal life. Professionals in the library and information services business assist us in organizing and storing information as well as providing assistance when retrieving and processing such information.

The information services sector relies heavily on libraries. Libraries and information specialists assist individuals in sorting through information and keeping up with the ever-changing technologies. Information workers can operate in a variety of contexts, which include conventional libraries, business offices, research institutes, and information brokerages. Library

media experts in elementary, middle, and high schools collaborate with teachers to plan and choose resources for use in the classroom. Millions of students enrolled in institutions of higher education, such as junior colleges, colleges and universities relying on the services of academic libraries. Public library librarians and support personnel provide a wide range of services to individuals of all ages.

Trade organisations, research laboratories, corporations, government agencies, art museums, hospitals, media, publishers, and others utilize special libraries for specialised information. Many government services maintain special libraries, including the Library of Congress, the National Library of Medicine, the National Library of Agriculture, Nigeria Institute for Advanced Legal Studies Library as well as some that support the executive, legislative and other government branches as well as professional bodies.

Librarians and information scientists are just two types of information professionals; there are other workers who organise, analyse, retrieve and disseminate recorded knowledge. A growing number of information professionals act as information brokers, supplying data to customers for a charge. Businesses may engage outside persons or firms to do searches of computer databases and manual sources, find papers, prepare bibliographies and offer other information rather than hiring full-time professionals. There will be more chances for work in these non-traditional contexts as today's information culture expands.

3.2 Functions of Library Information Services

Libraries are built and maintained to provide information resources for a specific and defined community. A public library serves the residents of a specific geographic region. An academic library serves the students and faculties of a parent college or university. Special libraries support to achieve organisational goals by serving the members. Corporate libraries serve commercial firms. In each case, the library only exists to serve its parent community. Each library performs three basic functions in the process of serving its community, selecting and collecting information, organising information, and serving users. In agricultural universities, librarians use the ICT as a tool (such as Library Management Software (LMS), Internet, and Telecommunication etc.) to serve it researcher's right information at the right time. Some librarians suggested four basic functions in the area of library services:

1. Instructing the users about library management.
2. Assisting the users to solve his/her queries.
3. Aiding the users in the selection of good works.
4. Promoting the library within the community.

Although over a century has passed since then, these four functions remain the core of reference and information services in today's digital environment. The primary objective of a library, irrespective of type or size, is to promote the use of its resources. Library services bring together the documents or information sources and their users by the personal efforts of the library staff.

3.3 Type of Library Information Services

Libraries offer a wide range of library and information services to meet consumers' various information needs. The following are the library and information services mentioned by the researcher.

1. **Reference Service:** - Reference services help users to locate and obtain specific pieces of information from information sources such as reference books, catalogues, directories, files, abstracting and indexing periodicals, databases (online and CD-ROM) and other reference materials. Library personnel may either help users in searching (direct search) or they themselves do the search for users (delegated search) in online or offline mode. Reference service is subjective because of its stress on personalised service. Instruction has objective connotations about it because it encourages the user to independent study. Here a foremost scholar and Librarian, Ranganathan stated that Reference Service was the essence of librarianship.
2. **Referral Service:** Referral services aim to refer users to sources of information such as secondary publications, information units, professional organisations, research institutions and specialists/experts. Such services do not provide the documents or information required by the user for his/her query but give the direction where available. Librarians utilize directories and databases on sources, specially designed and developed for rendering referral services.
3. **Current Awareness Service (CAS):** CAS satisfies users' current approach to information and thereby keeps them up-to-date in the field of their work. The important characteristics of CAS are as follows:
 - a. It is a technique of communicating current information to users.
 - b. It provides the latest developments in a subject field and does not provide the answer to any specific query.
 - c. Generally, covers a broad subject area and supplements the user's own channel/media of obtaining information.
 - d. It is known for its speed and timeliness.
 - e. It is meant for use before its contents are absorbed by secondary publications like abstracting and indexing journals.

- f. CAS may be provided through a variety of media and channels such as current awareness lists, current contents, routing of periodicals, list of research in progress and forthcoming meetings/seminars/conferences, newspaper clippings etc.
4. **Selective Dissemination of Information (SDI) Service:** SDI is a special type of current awareness service. It provides each user with the references of documents to their predefined areas of interest, selected from the document published recently or received during a particular span of time. In the 1950s, H. P. Luhn first coined the concept of SDI as a computer-mediated information service. The workflow of SDI service is based on the following steps:
 - i. Create users' profile.
 - ii. Create document profile.
 - iii. Matching the User's profile and document profile.
 - iv. Give the notification to users.
 - v. Take feedback from the users.
5. **Literature Search Service:** It is an extension of reference service. This service includes the following steps:
 - i. Analysis of the search parameters of a query.
 - ii. Formulation of a suitable strategy for searching different information sources.
 - iii. Identification and choosing of most appropriate sources to be searched and the order of searching them.
 - iv. Understanding of retrieval features of online databases and CD-ROM.
6. **Document Delivery Service (DDS):** Document delivery is a key element in access to information. Unless the documents required by the user are available to him/her, all the other services are of no use. DDS is a complex process and is concerned with the supply of documents to users on demand in the required format. DDS is the last point in this chain of information services that actually locate the required document and supply it to users in the required format. Electronic DDS supports the delivery of documents in digitised form at any time from anywhere.
7. **Translation Service:** In the area of science and technology, about half of the world's literature is published in languages other than English. Access to non-English literature by people who know English is possible through translations. Translation services thus help in the global access of information. In India for example, DESIDOC, NISCAIR, IASLIC, ONGC, BARC, BHEL, DRDO laboratories and several wings of the Ministry of Defence and Ministry of Science and technology provide translation facilities.
8. **Web-OPAC Service:** - Web-OPACs are the next generation of OPACs. Web-enabled OPACs allow users to search library catalogues and access other services from any client at Library

Services anywhere at any time. It allows users to search for the bibliographic records contained within a library's collections. It helps users to find out the necessary information and removes time barriers. The users access the Web OPAC service with a standard web browser connect as a client machine because the mechanism does not require the installation of any additional client-side software. (Bhatnagar, Anjana. (2005).

9. **Article Indexing Service:** - Modern automation packages also provide the facility to create an index database of articles or papers published in the journals subscribed by the library. The abstracts of papers/articles may also be included in the database. Such a database allows specific and combined searching by author, title, keywords etc. and produces a number of user-specific services like the table of contents services, a compilation of subject bibliographies and generation of CAS, SDI, etc. in online and offline mode.
10. **Lending Service:** Lending service provides the facility to allow books and other library materials to be read elsewhere by users. This service increases the use of library collections. Computerised lending includes the following value-added user services such as:
 - i. Quick issue, return and renewal of books and other library materials.
 - ii. Automatic display of document availability and possible date of availability, display or printing of documents borrowed by a member.
 - iii. Quick generation of fine receipts
 - iv. Issue of member ID card with photograph
 - v. Membership history in the form of a list of documents issued and returned by a member during his/her membership tenure.
 - vi. E-mail reminders for overdue books.
 - vii. Reservation of document by users through OPAC/Web-OPAC, if it is on loan.
 - viii. Interlibrary Loan (ILL) services for documents not available in the local library.
 - ix. RFID and smart card-based circulation system allow self-issue and self-return of documents, secure use of library resources and personalized access to public domain resources.
11. **Union Catalogue and Interlibrary Loan (ILL) Service:** Union catalogue is a collection of bibliographical details of resources belonging to a group of libraries. No library in the world can purchase all resources. Union catalogue helps users of one library to check the availability of required documents in other libraries, if not available in the stock of local library. Union catalogue is the result of cooperative processing works of member libraries of a

resource sharing network or consortium. These are available in the form of CD-ROM databases or online databases. Rowell initiated U.C. Berkeley's first programme of inter library lending in 1894, with the California State Library as a partner. Inter library loan (ILL) service handles the processing related to the borrowing of items from collections beyond that of the local library. ILL service acts as a central service in resource sharing activities.

12. **Electronic Document Delivery Service:** Document delivery has always been at the heart of services offered by libraries. Due to the digitisation of documents; it is possible to make more efficient delivery through the introduction of electronic document delivery. The document delivery service is an integration of document discovery, the location of a supplier, request and delivery. It takes many forms, deals with a variety of formats and involves a number of intermediaries. The different types of documents delivery services include:
 - i. Library networks and consortia based services.
 - ii. CD-ROM based services.
 - iii. Supplier and agent base services.
13. **Outreach Services:** - Outreach services aim to automate the processes required to deliver materials to the home-bound and other patrons who cannot physically enter the library. Automated library systems also offer community information services in the form of a list of names and addresses of local organizations or persons, local leisure facilities, employment etc. Outreach services allow the creation of user interest profiles, reading histories, easy selection, delivery and return of items. Access to outreach services and community information services is often integrated with OPAC.
14. **ICT Based Library Services:** Information Communication Technology (ICT) has made a significant impact on all spheres of human life. For the Libraries, ICT's has tremendously changed the management of resources or housekeeping operations, as well as the way services, are delivered. IT application tools and Integrated Library Management Systems are largely used in housekeeping operations, like acquisition, cataloguing, circulation control, serials control etc. In the library, Internet has been used extensively as a resource as well as a tool to deliver the Library and Information Services. Library provides the following ICT based services to their users.
 - a. Full-text database services.
 - b. CD-ROM database services.
 - c. Web-based information services.
15. **Reprography Services:** Reprography means the reproduction of documents by photography or xerography. Reprography service is useful for information dissemination. This service is provided with

charges. Today, reprography plays a very important role in the transmission of knowledge in library resources and services. Introducing reprographic services help to shield the document from stealing or mishandling.

4.0 CONCLUSION

Academic libraries have a chance to play a key role in the creation, collecting, dissemination and use of scholarly knowledge through Academic Information Systems as they deal with fast changes in the information business. However, they will not be able to fulfil this duty on their own. Collaboration is crucial because other sectors of the academic community have expertise and experience in knowledge sharing. Academic library directors have significant duties to guarantee that their institutions are prepared to play a vital role in the future information industry. The information services sector relies heavily on libraries. Libraries and information specialists assist individuals in sorting through information and keeping up with the ever-changing technologies.

5.0 SUMMARY

In this Unit, you learnt about the Academic Information Services, in the sense that The information services sector relies heavily on libraries. Libraries and information specialists assist individuals in sorting through information and keeping up with the ever-changing technologies. Information workers can operate in a variety of contexts, which include conventional libraries, business offices, research institutes, and information brokerages. Library and information services function in the following ways: Instructing the Users about library management, Assisting the users to solve his/her queries. Aiding the users in the selection of good works. Promoting the library within the community. The unit went further to discuss the types of Information Services in the Library as reference service, referral service, current awareness service, selective dissemination service of information service, literature search service, documentary delivery service, translation service, web-OPAC service, article indexing service, lending service, union catalogue and inter library loan service, electronic document service, outreach service, ICT-library service and reprography.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the term Academic Information Services.
2. Outline some functions of Library Information Services.
3. List and explain six types of Information Services in the library.

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UNIT 3 MARKETING OF LIBRARY AND INFORMATION SERVICES

CONTENTS

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 - 3.1 Trends in Library Marketing
 - 3.2 Definition of Marketing
 - 3.3 Marketing of Information Services
 - 3.4 Why Marketing?
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1.0 INTRODUCTION

Marketing of information services in any library is most significant in a competitive environment and the librarians and information professionals are responsible for enhancing the use of their resources and services. This unit will expose you to different concepts in relation to library and marketing as well as the importance of marketing in a library.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain the trends in library marketing and define marketing
- explain why services in the library can be marketed
- state the relationship marketing and library
- discuss if libraries really need Marketing.

3.0 MAIN CONTENT

3.1 Trends in Library Marketing

Increased integration of marketing and planning processes, increased emphasis on the need for marketing surveys, increased use of proactive management methods in librarianship and a continuous thorough analysis of the main concepts of marketing: the foundation of marketing,

marketing and public relations analysis, advertising; common and difference in sales communication; increasing adjustment and implementation of the business world marketing methods in library marketing processes; and analysis of usage of new marketing methods and means in the development of library marketing strategies.

3.2 Definition of Marketing

Marketing is an exchange process in which two or more individuals or groups trade products or services for valuable things. Marketing is not synonymous with publicity or promotion; publicity and promotion are only one element of the marketing process; other aspects of the marketing process include product production, price, and distribution. Marketing has been identified as one of the critical areas of expertise for Library and Information Professionals in today's difficult environment. Marketing can be defined broadly as a set of techniques involving a number of processes; as a philosophy of providing the right information to the right user at the right time; an approach to serving the customers' information needs; and as customer-driven marketing, where customers are the hub of the service sector. The process of designing, pricing, advertising, and distributing library items in order to generate exchanges that please both the library and the consumer is known as marketing library and information services.

Marketing, according to Philip Kotler, is "the analysis, planning, implementation, and management of precisely planned programmes meant to bring about voluntary exchanges of values with target audiences for the goal of accomplishing organisational objectives." It is largely reliant on structuring the organisation's product in terms of the requirements and aspirations of the target market, as well as employing efficient pricing, communication, and distribution to inform, motivate, and service the markets.

In the above definition, there are seven key aspects to emphasise:

- Marketing is a managerial process that includes analysis, planning, execution, and control.
- Marketing is concerned with well-crafted programmes – not random activities – that are meant to elicit desired responses.
- Marketing attempts to elicit voluntary trade.
- Marketing chooses target audiences rather than attempting to be all things to all people.
- Marketing is inextricably linked to the fulfilment of corporate goals.

Marketing focuses on the wants and desires of the target market (consumers) rather than the producer's preferences. Marketing may also

be viewed, as Harmon correctly stated: "Marketing is the discovery, diagnosis, and fulfilment of relevant customer requirements through mutually advantageous exchange relationships and doing so better than one's rivals." According to the definitions given above, marketing is a trade relationship, often known as relationship marketing. As a result, we describe marketing as the process through which businesses generate value for their customers and establish strong customer connections in order to collect value customers in return.

3.3 Marketing of Information Services

Libraries are being compelled to advertise their information services in order to build a strong relationship with society, predict trends, and employ web-based information technology. Every individual library's marketing effort includes acquiring resources for use, making those resources available in a convenient location, saving readers' time, publicising its products to generate demand and meet the needs of users at the lowest possible cost, and ultimately providing "every reader his book" and "every book its reader." Libraries play a vital role in marketing their information services so that their users may benefit from new technology and anticipate trends. Competencies are an essential component of promoting the marketing of library services to be achieved by libraries and information workers. Librarians and information workers should be aware of the availability of electronic information resources that support library services. They should play an important role in raising knowledge of the internet, web-based electronic resources, and online retrieval procedures. Nowadays, resource digitization performs a modern function in satisfying the user community.

3.4 Why Marketing?

Information professionals must recognise the importance of aggressively marketing their services. Library marketing is essential for any information professional who wants to get the word out about their library. It doesn't matter what kind of library you have, or how big or little it is - you need to bring attention to your library, your services, your value to your community, your administration, your staff, and your patrons. To develop successful marketing content that builds the library's brand and image, attracts visitors to your website and separates your library from its rivals, it is critical to understand the organization's goal.

3.5 What Services is the Library Marketing?

The library can market a variety of services. The library must decide what and how it will sell. Marketing is more than simply creating and marketing new services; it is also about raising customer knowledge of

existing services and assessing their suitability. A marketing strategy must be established and followed, with continuing service enhancements to follow.

Library public relations, promotions, and communications: a how-to-do-it manual is a highly valuable guide for marketing a library's resources and information services. Here are some pointers for promoting library services to readers:

- Build a library web page for users. A website is an excellent method to promote library information services and resources.
- Emails providing fresh library resources and information-finding suggestions are extremely useful at this vital period.
- Make use of the library's wall space. Bilingual dictionaries, English thesaurus, dictionaries of synonyms and antonyms, subject-related dictionaries and encyclopaedias may all be found at the library.
- Attend academic lectures if the department for which you are responsible has a large number of users. Librarians can meet with users to discuss and acquire information about their requirements, as well as to promote the information services that are available.
- Links to Help services from all relevant library web pages where assistance may be required.
- Newsletters and pamphlets are both used to disseminate information. A newsletter can be used to highlight intriguing new websites, journals, and online services, as well as more general science news. It doesn't have to be long, but it should be done on a regular basis. Leaflets and instructions can be distributed and posted on notice boards. The library notice board should be visually appealing and prominently displayed.

3.6 Relationship Marketing and Library

Relationship Marketing has developed as a marketing paradigm shift with implications for marketing and management of a relationship marketing strategy. It encompasses all efforts aimed at creating, developing, and maintaining long-term relationships that are effective. Relationship Marketing is defined as identifying and establishing, maintaining and enhancing, and when necessary, terminating relationships with customers and other stakeholders for a profit, so that all parties' objectives are met, and that this is done through mutual exchange and fulfilment of promises. In the context of Library and Information Service, the relationship marketing strategy argues that libraries should go beyond their customers' needs, wants, and expectations and strive to meet them by anticipating them as much as possible. Relationship marketing has distinct advantages for libraries and may be used to great effect in selling digital library

services. At least six ties and collaborations should be considered by libraries: customer markets, internal markets, supplier and alliance markets, referral markets, recruiting markets, and influence markets. The most crucial aspect of relationship marketing in libraries is to visualise it. The six relationship marketing model are as follows:

Customer Markets: Customer Markets comprise not just new consumers, but also loyal, long-term customers who are at the core of every service interaction. A robust and loyal client base will aid in the fight against budget cuts and the expansion of services.

Internal Markets: Employees and departments within the library or organisation who are both internal customers and internal suppliers are referred to as internal markets. External ties are strengthened by good internal working relationships.

Supplier and Alliance Markets: Publishers, system vendors, and bookstores are examples of suppliers and alliance market participants who offer raw materials and fundamental equipment. Collaboration and alliances that result in new ideas and ways of rewarding these connections are critical.

Referral Markets are organisations that help the library advertise itself, such as pleased customers, personal and social networks, and the press. Referral marketplaces may function quickly over the Internet and be helpful or harmful to marketing efforts.

Recruitment Markets are the new people we draw to the profession. It is critical for the profession's long-term viability to attract and retain the best individuals by projecting a positive image.

Influence Markets Trustees, business leaders, political leaders, and friends' groups are all examples of Influence Markets who can benefit from the library. For these markets, proactive relationship-building rather than passive relationship-building is critical.

The following are examples of a soft marketing strategy:

- In terms of service setup, marketing equates management.
- In libraries, marketing is an organisation philosophy.
- People are employed by marketing.
- It is not a cliché to say that marketing is everyone's job.
- Marketing is not synonymous with promotion or advertising, but both are elements of it.
- Marketing is not the same as selling.
- Marketing is adaptive, agile, and open to new ideas.

- Marketing is a never-ending process.

3.7 Do libraries really need Marketing?

This is the most important component of doing successful marketing in any library. Many librarians associate marketing with profit, believing that libraries are not for profit.

Essentially, they were not taught marketing in library school and do not consider marketing to be relevant to running a library. At his first national conference in 1996, the author gave a paper on a topic related to library marketing. During the conversation, there was an obvious split in the room between those who advocated for marketing and others who were hesitant to apply commercial concepts to libraries.

Over the last two decades, marketing has been increasingly popular in nearly all types of libraries throughout the world. Even the motivations for using marketing have been similar. The founding missions are increasingly ill-suited for the demands of the marketplace; budgets are tightening while units demand more support; the recruiting and fundraising arenas have become extremely competitive, and rising competition among similar information services providers are some of the common reasons identified.

Other reasons for marketing orientation in library and information services include: it aids in better library management; it fosters customer focus; it publicises the benefits of library services and listens to customers' needs; it aids in making users feel better so that they return to the library, and it improves the library's image. As a result, LIS employees must always develop a more responsible attitude toward their clients, assure trustworthiness and maintain a positive attitude in the face of new difficulties and possibilities. There is always a growing demand for librarians to appreciate and grasp the marketing idea and what it can accomplish for them. The goal of marketing in any library is not to raise profits, but to enhance user pleasure and as a result, financing, because higher customer satisfaction typically leads to increased desire to use and pay for services. A higher degree of support for the library will result from a higher assessment of the library's worth.

4.0 CONCLUSION

Understanding and utilising marketing is becoming increasingly important in libraries and information services throughout the world. Even in underdeveloped nations like India, significant attempts have been made in this field. However, unexpected expansion and a divide between academics and practitioners stymie the discipline's progress. The

emergence of this modern field opens up a plethora of new study possibilities. The knowledge economy has undergone a significant transformation as a result of technological advancement. The way people communicate as well as how information is collected, organised, and disseminated, are all important factors in providing the right information to the right customer (users) at the right time in a customisable, personalised, and collaborative manner, which is critical for information professionals. In reacting to these developments, the function of the library is critical in creating innovative ideas to promote the intellectual growth and prosperity of the persons and institutions that they serve. The web 2.0 movement emerged as a response to the modern means for upgrading the libraries into more user-centred in the present library marketing scenario.

5.0 SUMMARY

In the Unit, you learnt the concept of marketing and how it is applied in the library. Marketing is an exchange process in which two or more individuals or groups trade products or services for valuable things. Marketing is not synonymous with publicity or promotion; publicity and promotion are only one element of the marketing process; other aspects of the marketing process include product production, price, and distribution. Marketing has been identified as one of the critical areas of expertise in the library. You were able to learn why marketing is needed in the library, the services in the library that can be marketed and the relationship between library and marketing.

Relationship Marketing is defined as identifying and establishing, maintaining and enhancing, and when necessary, terminating relationships with customers and other stakeholders for a profit, so that all parties' objectives are met, and this is done through mutual exchange and fulfilment of promises. In the context of Library and Information Service, the relationship marketing strategy argues that libraries should go beyond their customers' needs, wants, and expectations and strive to meet them by anticipating them as much as possible. Relationship marketing has distinct advantages for libraries and may be used to great effect in selling digital library services. The six relationship marketing models are Customer markets, internal markets, supplier and alliance markets, referral markets, recruitment markets and influence markets.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the term marketing and explain the trends in library marketing.
2. Discuss the relationship between marketing and library.
3. Do libraries really need marketing? If yes, discuss.

7.0 REFERENCES/FURTHER READING

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