CHAPTER III

LIBRARY SCIENCE EDUCATION: GLOBAL AND INDIAN SCENARIO

3.0. Library Professions and Library Education

The unique control which the professional library associations of the United Kingdom and the United States exercise over the education of librarians in their countries has necessitated. The influences of Anglo-American pattern of professional education for librarians have helped to shape developments in Australia, South Africa, New Zealand and to a lesser extent in Canada. In each of these countries the national library associations have been actively concerned with the formulation of system of education for the training of librarians. Elsewhere in the world, the continent of Europe, the Soviet Union, Scandinavia and Eastern Europe, the education which
librarians receive is integrated into the general pattern of higher and vocational education, with the state maintaining an often quite close control over admission requirements, examinations and certification.

The British Library Association has maintained its control over professional library education by holding examinations and issuing certificate of competence to the successful candidates. The ALA, in contrast has never held professional examinations, nor has it introduce the practice of the certification of librarians. Instead it has chosen to institute a system of inspection of the schools of librarianship. The intent of both LA and ALA demonstrating that librarianship is a profession. But whether librarianship has really reached this ideal is uncertain. Certainly it is some way from gaining the prestige accorded to such occupations as law and medicine (Bramely, 1975).

The attributes of a profession have been variously defined-

a. *There will be corpus of theoretical knowledge upon which professionals practice can be based.*

b. *It will require prolonged period of education and training before the would-be practitioner is accepted into the professional ranks.*

c. *There will be a professional determination to always act for the good of the community. There will be an elaborate code of ethics designed to ensure that the practitioners will always act in the public interest.*

d. *There will a body composed of members of the profession, which will zealously guard the status, the conduct and the ethical codes of that profession.*

A further development has been the acceptance of librarianship as a subject of study at the degree level. This must be regarded as major triumph. The appearance of graduate schools of
Librarianship throughout the world has been the biggest contributory factor towards justifying the claim that librarianship is indeed a profession. It has provided the opportunity, and the incentive, for teachers of librarianship to concentrate upon the theoretical aspect of librarianship, giving their students a firm grasp of fundamental principles upon which they can base their future professional lives. Even greater advances have been made by those library schools which have been able to establish doctoral programmes in librarianship. This has conferred the status of librarianship as an university discipline and its standing as profession.

3.1. Development of Library Education and Associations in the United Kingdom and United States

The professional associations in the United Kingdom and the United States have always realized that they have a responsibility to protect the public from the incompetent practitioner. This approach has been adopted in the United States, where the professional bodies have instituted a system of “accrediting”. The method adopted in the United Kingdom has its roots in the emergence of a number of new professions in the nineteenth century.

The associations offered means of raising the standards of practice in a particular occupation. The qualification they awarded was a means of distinguishing the trained from the untrained practitioner. The Library Association was formed during this critical period, and was influenced by the developments which were taking place in the other occupational groups, holding its first examinations in 1885, just eight years after its foundation. Library education in the United States escaped relatively early from the apprentice system of training. The establishment of a school of librarianship in 1887 at Columbia University really marks the end of the era of the apprentice method of library training in the United States. The ALA is now recognized nationally in the United States as the appropriate body for maintaining the standards
of professional education for librarianship. The former Board of Education has now been replaced by the Committee on Accreditation (COA), which acts as the agents for the ALA in its relationship with the American schools of librarianship. The accreditation system in the United States has at its apex the National Commission on Accrediting which has been in being since 1949. Under its aegis accrediting is carried out in two ways:

a. Through regional accrediting bodies.

b. Through professional accrediting agencies.

In the early 1960’s the chief characteristics of the British System of education for librarians were:

a. A system of professional examinations which were conducted by the Library Associations.

b. The award of certificates of competence to individuals on the successful completion of these examinations.

c. The maintenance of a professional register by the Library Association.

d. A network of library schools situated, with one exception, in colleges of further education. These non-universities schools prepared their students for the examinations of the Library Associations.

In 1964 there were a number of important developments which alter completely the face of Library education in the United Kingdom. The principle developments were:

a. *The introduction of a new syllabus by the Library Association.*

The introduction of new syllabus was the result of prolonged discussions between the Library Association, the Association of Special Libraries and Information Bureaux and the Schools of Librarianship, with the old apprentice method of training.
b. *The foundation of the Council for National Academic Awards (CNAA).*

The establishment of the CNAA had greater impact upon Library education than the introduction of the Library Association’s two-year course. The CNAA was founded with the intention of providing the non-university sector of higher education with the opportunity of offering degree courses. CNAA would act as an accrediting agency, vetting the course submitted to it by the colleges and then, after a rigorous inspection of the colleges, would, if it found the college to be of acceptable standard, grant the right to conduct degree courses under its auspices (Bramely, 1975).

The current trends in library education in Britain have their roots in one basic cause, and that is a desire to see an improvement in both the quality and the status of qualifications in librarianship. This improvement has brought the increased involvement of the universities in the field of library education.

The higher education in the United States presents a pattern of complexity. There is little federal control over higher education, however the massive aid which the federal government has poured into higher education of all kinds has brought some federal direction on how this money should be spent. The university in the United States is all intents an autonomous institution. The various institutions which comprise the American higher education system are –

a. **The universities** – A university in the United States is usually an institution which concentrates upon graduate work, with courses in this category leading towards the award of master’s degree courses at the doctoral level. At the heart of the university are the graduate and professional schools. The professional school includes disciplines as law, medicine and librarianship.
b. The liberal arts Colleges – These are establishments in which the predominant emphasis is upon undergraduate education. They normally offer a four year courses leading to the award of a bachelor’s degree.

c. The junior colleges – This category includes community colleges, city colleges and technical institutions. They normally offer a two-year course beyond the level of secondary education.

d. Independent Professional Schools - These are institutions which are directed towards the study of some specialized field of knowledge. They are not part of a university or liberal arts college. They are usually schools of technology with the level of study often at graduate level.

The education of librarians in the United States has evolved against this complex background. Library education exhibits its own picture of diversity, with courses in librarianship being offered at a variety of levels and with equally variable standards. The following courses in librarianship are currently being offered in the United States:

a. The master’s programmes – these are the courses which the ALA covers through the COA’s accreditation activities. A higher proportion of the master’s programmes in librarianship in the USA have not been accredited by the COA.

b. A variety of post-master’s courses, including sixth-year master’s, advanced master’s and doctoral programmes.

c. Undergraduate courses in which librarianship can be taken as a major or as a minor subject.

d. Library technician programmes.

3.1.1. Library Education in Europe and Scandinavia
The pattern of library education in any country are shaped by the nature of the country’s library services, the system of central and local government, the structure of higher and further education, the associations which librarians themselves formed. It would be unwise to suggest that there is an uniform model of library education in Europe and Scandinavia. But there are certain characteristics of European library education which are common to all the countries. Characteristics that differentiate the European approach from the Anglo-American system of library education as follows:

a. There is less close involvement of European library associations with the actual supervision of library education.

b. This brings the assumption that there will be more state direction and control of the education of librarians.

c. There is tendency in some countries to differentiate between the education of public and academic librarians. This differentiation point out that some European library schools offer completely separate programmes of study for work in academic and work in public libraries.

d. Librarianship as a profession has not gained the same status in Europe as it has in the United Kingdom and the United States. There are fewer university library schools in Europe, and the trend in a number of European Scanadinavian countries has to establish separate training establishment for librarianship.

e. A greater emphasis upon practical work, which is usually integrated into the programme in European library schools.
3.1.1. a. Library education in the Federal Republic of Germany

The education of librarianship in West Germany has evolved against a constitutional background which has certain similarities to the pattern of government in the United States. The Federal Republic of Germany is composed of individual states which enjoy a considerable degree of freedom from the Federal government. Although there is a Federal Ministry for Education, the individual states largely control education at all levels within their broader areas. In order to achieve a unified approach to education the individual states have set up a coordinating body.

Another factor which has been instrumental in guiding the course which German library education has taken in the inflexibility staff hierarchy which exist in the libraries in the Federal Republic. The programmes of study which the West German library schools offer have been conditioned by the need to prepare librarians who will fit into the various grades which staff grouped, particularly in the academic libraries. Three grades of librarian are recognized in the West German academic library staff structure:

a. The administrative grade
b. The executive grade
c. The clerical grade

In general the administrative grade is reserved for those with a degree and professional qualifications, the executive grade is for the non graduate qualified librarians and the clerical grade embraces the different categories of non-professional staff. In contrast the public library service has no grade for professional staff, the executive grade (Bramely, 1975).
3.1.1. b. School of librarianship

The education of librarians in West Germany takes place in specialist colleges of higher education. The majority of the school are supported and directed in their operations by the individual states but two schools are aided by the Catholic and Protestant Churches respectively. The library schools are currently described by a variety of names to indicate their functions: Training Institute for Librarians (Bibliothekar-Lehrinstitut), State Library School (Staatsbibliothek), and Library School (Bibliotheksschule). The status of the library school within the hierarchy of higher and vocational education is not without its ambiguities; their position is roughly analogous to the professional training schools. The status of some of the library school are now described as “Fachhochschule” which places library education within the orbit of the universities.

3.1.1. c. Courses in Librarianship

The Diploma Bibliothekar is the basic professional qualification in librarianship in the Federal Republic. The course leading to the award of the diploma is of three years duration and it is open to those with the school leaving certificate. Library schools do differentiate in varying degrees between the programmes they offer for academic librarians and those which are intended for future public librarians. Only the Hamburg library school would seem to have achieved complete integration of its academic and public library courses. In other library schools the difference in the university and public library programmes lies in the emphasis which is to give to certain subjects.

In order to ensure that qualifications in librarianship are recognized throughout the Federal Republic there has been an agreement by the individual states on the methods by which the students should be assessed and examined. The examination that the student face consists of
written papers, assessed work and an oral examination. The successful students will be entitled to apply for posts in the type of library for which they have been trained.

3.1.2. Scandinavia

The education for librarianship in Scandinavia has followed similar evolutionary paths in Denmark, Sweden and Norway with each country establishing its own separate college or school of librarianship. Finland provides the exception where library education has been accepted at the university level.

Scandinavian country has passed national legislation to control and stimulate the growth of public library services. A direct result of the interest which the central governments of Scandinavia have taken in all aspects of librarianship has been the placing of the national library schools under the control of a government ministry usually the Ministry of Education (Bramely, 1975).

3.1.2.1. Background and development of Library Education in Scandinavia

3.1.2.1.a. Denmark

Denmark was the first to inaugurate its own system of formal training classes which came into being in 1918. The course was initially for three months, but it was extended to five months in 1920. This changed in the length of the courses was introduced when the training classes came under the control of the State Inspection of Public Libraries. The courses were offered every other year until 1928, when it was decided that they should be held every year. This first beginning in library education came to an end when the Danish library school was established as a full-time institution. In 1956, the library school was placed by government statute under the control of the Ministry of Education later the Ministry of Cultural Affairs as the Royal school of librarianship, Copenhagen. Ten years later, after a series of interim reports on various aspects of
library education in Denmark, the act governing the school and the conduct of its courses was revised in 1966. The main purpose of the act was to increase the capacity of the school to meet the shortage of trained librarians in Denmark. To meet the demand of qualified librarians a branch of the Royal School was opened in 1973 at Aalborg.

3.1.2.1. b. Sweden

The earliest formal training classes for public librarians in Sweden were provided in 1926 when the Broad of Education introduced a four-month course. The next major development was the transfer of responsibility for the training classes to the Public Libraries Correspondence Institute at Uppsala City Library. The new developments, which took place in 1953, meant that the students gained their theoretical instruction by correspondence course with practical experience being gained at an approved library. The classes and courses were gradually accorded the name of “State Library School” a title confirmed by statute in 1970. A State Commission had been appointed in 1965 to investigate the possibilities of improving the education which public librarians received, and also to investigate the possibilities of introducing more formal training for research, special and school librarians. Parliament accepted the recommendations and Bibliotekshogskolan (College of Librarianship) was founded at Boras in Western Sweden.

3.1.2.1. c. Norway

The influence which the United States and to a lesser extent, Britain has exercised over the development of librarianship in Norway is a direct result of young Norwegians seeking their professional education in the United States and Britain. Norwegian were compelled to adopt this course because of the lack of any proper educational facilities. The situation changed in 1940 when the Norwegian State School of Librarianship came into being. This was founded in the
Deichmann Library, Oslo. The School of Librarianship led a wandering existence alternating between the Deichmann Library and Oslo University until it acquires its own premises in 1968.

3.1.2.1. d. Finland

The initial stirrings of organized training in Finland were closely akin to the other Scandinavian countries, with the first classes being provided specifically for public librarian; research librarians receiving their training in the Scandinavian tradition in their own libraries. A state agency, in this case the State Library Bureau, was directly responsible for organizing the classes which were not held annually. The divergence from the usual Scandinavian pattern came with the foundation of a library school in the School of Social Sciences, Helsinki. Later transfer of the School of Social Sciences to Tampere University came all advantages of university status for library education in Finland.

3.1.3. Library Education in the Soviet Union

The pre-revolutionary concept of the role of libraries is epitomized in the stated opinions of Rubakin who held that libraries should remain aloof from society. Libraries in the Soviet Union are expected to be very much a part of society, utilizing books and other materials for the general good of the citizens of that society. Many of the ideas generally accepted in Soviet librarianship have their beginning in the writings of V I Lenin who produced rather more than 270 documents relating to the purpose and the value of libraries in a socialist country. It was Lenin who initially emphasized the social role of the librarians and above all the need of libraries to be in institutions which would be freely available to all the public. The education which Soviet librarians receive is designed to “harmoniously” develop men and women who are effective members of the new society.
The first organized classes in librarianship were introduced as early as 1918/1919. Both schools were established in Petrograd in the Public Library (now the State Saltykov-Schedrin Public Library) and the Institute of Non-Scholastic Adult Education since 1964 at the Leningrad State Krupskaya Institute of Culture. In 1929 training schools for library assistance were established in Leningrad, Yaroslavl and Gorky. The following year saw the foundation of the Librarianship Institute in Moscow. This was the first institution of higher education in the Soviet Union to offer courses in Librarianship. In 1935 and in 1941 library school were established in institutes of political education at Kharkov and Leningrad. After the Second World War, library education in the Soviet Union was rationalized. In the early 1960’s a plan initially proposed by the Ministry of Culture was put into effect. This meant that the education of cultural work would be transferred to Institutes of Culture. This rationalization of Soviet library education has brought a three tier system of library education. This consist of-

a. Courses offered by special secondary schools or departments of librarianship in culture and educational secondary schools. These are designed to prepare librarians for middle grade posts.

b. Courses for future higher grade librarians offered by the Institute of Culture. (in the Republic these courses will be offered by departments of librarianship in universities or teacher training colleges).

c. Postgraduate courses which are also available in Institutes of Culture.

In 1972 there were 23 courses for higher qualifications in librarianship and 137 programmes for middle grade librarians. These courses are available not only for those who have completed their secondary education but they also make provision for practicing librarians who have never had the opportunity to finished their professional education (Bramely, 1975).
There are a variety of methods for gaining qualifications in librarianship. They are –

a. Full-time courses
b. Evening classes
c. Extension courses
d. Correspondence course tuition.

Schools of librarianship have been established in all parts of the Soviet Union, including the republics. In addition it is possible for students from the autonomous republics and regions to study in the Institutes of Culture in the Russian Federation. The departments of librarianship in the Institutes of Culture are usually organized into two faculties –

a. Faculty for Mass libraries and Scientific Libraries;
b. Faculty for Children’s and Schools Libraries.

### 3.2. Changing Facets of the Profession in India

Librarianship in this sub-continent has a history that can be traced to the period of Vedas, when knowledge has been transmitted through oral tradition, known as by shruthi (rendering) and by smrithi (by memory). Librarians are known since then as “Grantha Bhandaras”. Librarian then and now a noble profession are rather confined to collection and preservation of books and that has existed in this country from the time of immemorial. The society of today is information-oriented society. Its very existence is depended on the availability and intelligent use of information. The world today stands between information rich and information poor. Information today is a resource, it has economic value. The information needs of all from school children to the senior citizen are in the increase. They need to be met by the profession. As a result, librarianship is changing and expanding at a tremendous rate. This started often the
Second World War, prior to it, the information universe was polemic in its nature. These trends were well reflected in the tools and techniques of librarianship of that period (Odrom, 2000).

The term librarianship changed its nomenclature to library science then to library and information science, adding new dimension to its field at every stage of developments. It has also changed its philosophy and focuses from ‘Preservation from Posterity’ to ‘Book are for use’ then to ‘Global access to information/knowledge’. This information is vivid, distinct and observed in this profession than in any other of similar amplitude. The period of more than a Century since the first formal attempt to educate the aspirants for the profession of librarianship has seen a sea change in the professional approach adding new tools, techniques and methods of preservation, organization and dissemination of recorded knowledge of centuries. Prior to 1939, before the World War II, a facility for library science and education with a planned curriculum in library science was non-existence in India. The change is due to developments within and also by the influence of subject field outside Library and Information Science. The progress and development in LIS education can be traced from its very genesis in the first decade of 19th Century, but it was well framed after Independence, especially concurrent developments happen after higher education commission’s Report. The formal course in librarianship was however made a beginning in this country by William Alenson Borden and Asa Don Dickinson. If Colombia in this context of education for librarianship is the first in the world, the Punjab school was first for India, and probably the second in the world. Dickinson was probably the first to use the term Library Science for librarianship, the other that followed the suit, apart from Universities and libraries were Madras Library Association (1929) and Bengal Library Association (1935). The University of Madras, under the stewardship of Dr. Ranganathan, took over the course from Madras Library Association in 1931 and in 1937 started a P.G. course in
Library science for one year duration. Andhra University started in 1935. So, a beginning was made for a systematic and formalized education for Library Science course in India (University Grants Commission, 2001). The review committee report prepared under the chairman of Dr. Ranganathan is therefore taken as a cut-off period to delineate these developments. The UGC Review Committee Report (University Grants Commission, 1965) on Library Science Education in Indian Universities observed the acquisition of very small number of Library Science Departments with independent status and full time teachers.

Though the education for librarianship began in the first decade of last century, but it was formalized as mentioned above in 1930’s. The period of more than six decades since then has seen a sea of chances in the professional approach. The major transformation has been, from its earlier apprenticeship status to a formal academic and research subject of international importance. The change is due to developments within and also by the influence of subject fields outside Library and Information Science. Efforts are being made to infuse these developments in the course curriculum, in order to train and equip the manpower with the progressive knowledge to enable them to meet the timely requirement in the professional practice. Considering these aspects, the importance of Library and Information Science manpower development programmes and the changes in the professional approach in perspective are presented in the light of contempery development. The present situation find Library and Information Science Education totally different administratively, academically and also in every other aspect. Its profit is totally different from the one that existed during 1960’s or even as of late 1980’. An effort is therefore made to consolidate and present them in a sequence as phase of developments.
3.2.1. Phase One 1960-70

The three factors

a. *The enactment of library legislation by number of states in the country.*

b. *The U.G.C. assistance to College and University libraries towards the development of academic library system in the country.*

c. *Documentation work and services.*

These three factors are responsible for the first phase development. During 1940-50 three states and 1950-70 another five states had enacted library legislation. This has potentially enacted the employment opportunities for qualified library professional at various levels. Hence, course from Certificate to Bachelor degree in Library Science were started at Universities, Government Department and also professional associations.

The U.G.C. initiated review on working on University and College Libraries and also the status of Library Science Education during late 1950’s and early 1960’s. The period also saw the emergence of new area of study like ‘Documentation’. Ranganathan vividly narrated the situation about how he was attracted to this subject and that led to infusion in the Library Science course (Ranganathan, 1963).

These three factors not only enhance the professional status but also increased the employment opportunities for library professionals in the country. The influence of these subjects are also reflected in the curriculum of library science education and subsequently also led to change in the course content and nomenclature of the course. Many UniversityDepartments of Library Science upgraded to P.G Diploma in Library Science from Bachelor Degree during this period. The INSDOC and DRTC course were also started in this decade that made the beginning of specialization in education too. The decade of 1970’s
especially is very important in the context of library science as it brought the change in its nomenclature from library science to information science. The professional status and education programmes started receiving global attention because of internationalization of information and also due to the involvement of inter government agencies such as UNESCO, UNIDO, and FAO in the information handling activities. This shifted the emphasis of Library and Information Science professional from national level to that of international level. The knowledge required in handling such a reviewed situation was quite extensive and the professionals were required to know library and information activities not only within the country but also at the international level. The induction of information science also set to include information related organization system offering specialized service. So the importance of library and information science manpower development programme has been looked with much more significance and the status of the profession reach new heights during this period.

3.2.2. Second Phase – 1980’s

The second Phase of professional development began with the advent of microcomputer in libraries in mid 1980’s. The mechanization received a boost in information, collection, storage and retrieval technique. The user became more effectively visible. This brought another shift in the profession approach from information oriented services to the user oriented services. The adoption of new storage technology in the form of optical media created a greater impact on the field. This combined with computer and communication technology totally revolutionized the subject to highly recognizable field of an international status and a field equal to be called as Information Science and Technology.

New technologies had imposed not only new ways of handling information but also introduced new formats. Information started detaching itself from just the print format. The
independence of format that was introduced created an independence of thought in approaching it. However, the revolution of forms creates a revolution in approach. Information was seen as a mere commodity that need organization, retrieval and quality of service in other words Management. The approach was even more pushed forward by the further technological development and the spread of digitization. Library holdings began to take electronic form such as data base, electronic Journals and electronic books. In other words, new technologies have contributed a great deal in transforming traditional library schools to Information Management Educational Institutional (Kyriaki-Manessi, 2003).

3.2.3. Influence of Allied Disciplines

Library and Information Science Education exists with a dynamic and competitive environment where “Survival of current programs does not mean survival in their current form” rather “Survival of the Knowledge based, approach, value, practice and tools that must have applied to new problems areas”. Library and Information Science schools have revised their curricula, hired faculty from increasingly varied disciplines, expanded the length of their programs and venture into new areas of education. Library and Information Science has become a multidimensional interdisciplinary field. As its domains broaden, the work within libraries changed to reflect new areas of knowledge. With expanded domains of concern, Library and Information Science schools have naturally looked to related field as disciplines with backgrounds from a range of disciplines, including computing and engineering, as well as history and sociology have become a part of the dynamic reshaping of Library and Information Science (Encyclopedia of Library and Information Science. P. 1646-1651).
Though Library and Information Science has developed its own professional technique and methods, subsequently it showed its affinity towards the application of other allied field to improve professional performance.

It can be said in the early 1960’s Library Science invited the theoretical and philosophical approach of other disciplines and imparted them in its core. Ranganathan infused scientific method in the field and that marked the first change from librarianship to Library Science. One of the earliest disciplines that have made a strong influence on library science was the Management Science, later statistical techniques and method of research gradually implanted in Library Science. Another important discipline that has influence library science is Psychology. The mode of study change considerably in 1950’s and 1960’s and in the present time there is a paradigm change in its application, oriented to Information Technology environment, to the study of the behavioural aspects of the users. The present study includes very specific area such as cognitive process, information seeking behavior of users in the information technology environment and so on. The emergence of information society has extended the horizon of information science to the study of socio-political and economic aspects in the study of transborder information flow. It has changed the profile of subject both internally and externally. The application of Information Technology in Library and Information Science in the present context has reduced the gap between the library professionals and the information professionals. Library and Information Science indirectly deals with every field of study, precisely deals with the assessment of the growth and development of disciplines in their context and scope. The major influence that have become part of curriculum are Management Science, Information Technology, Statistical, Linguistics and Psychology (University Grants Commission, 2001).
3.2.4. Change in Application

The professional approach and status of Library and Information Science over the last three decades is desirable to briefly examine the application and these changes. This has further enhanced the importance of the profession and added tremendous value to it. The profession which began with the objective of preserving the record knowledge of human civilization adopted a philosophical motto. The knowledge (book) is for use and then providing global access to information. These efforts have enabled it to acquire the capabilities of adopting in the courses of teaching due to their imminent application in practice.

The management of Library and Information Centers has assumed a new dimension due to adoption of different services directed to different kinds of information needs and different kinds of users. The concept of preservation for pestering has changed to use of information and having brought in changes in economic, social, educational, industrial, management and technological environments. The idea of library is transformed into several of its segments based on users and services. This was responsible for evolving the concepts of information system. A new information organization set up has emerged, in order to recognize the entire gamut of information services, users and the form of information media. This can be considered as a direct impact of economic development and the growing dependency of information on national economy. In the modern economy the importance of information has increased and call for better use of existing services and continuous improvement of information services to meet the explicit and implicit need.

The impact of Management Science have been significant achievement in the profession of librarianship, the aspect of information resource management has been considered an important areas in library and information science in recent years. As in the context of industrial and
production management the application of the quality standards is also now being applied to library services. There is also high expectation of ‘Quality’ in the library services. It may not be strange if in future the libraries would be assessed on the basis of ISO standard on quality such as ISO9000.

The first impact of Information Technology on library science begins with computerization of libraries. Since the beginning of 1960’s till the advent of microcomputers substantial work of mechanization and subjecting library operations to computerization has been carried out. The use of mainframe computer system in libraries established a strong foundation for the future development. The computer were successful in progressing and retrieval and information, but restricted their work in house. The major change was brought in by the application of communication and storage technology. The impact of INTERNET on library and information science and the concept of digital or virtual library should be reckoned as the nascent field of study in recent years. Definitely, it can be said that no other subject field has carried along with the tradition as well as the modern technique simultaneously for such a long period. Therefore, it became increasingly important to implant all these aspects in the teaching programme. The impact of new technology can be seen from the transit it has brought from its tradition to modern version and that would help in preparing for the present status and future paradigm of the profession.

### 3.3. Growth of LIS Departments and the Courses

More than eight and half decades have passed since the first attempt to educate library profession began in this country. It was a pleasant coincidence that the disciple of the man who established first library school on this earth was responsible to emulate his mentor’s legacy in the country. The nation feels endowed to Mr. W.C. Bordon at Baroda for this venture. Today more
than 100 Universities and institutions are imparting library and information science education in India from Certificate to Doctorate degree. These have come at a time when the profession itself is on the threshold of great transformation and also much could happen in the years to come. Therefore, it is now imperative to take a stock of the existing situation and profile the states of library and information science education in India today. However, the situation that can be visualized for the future is not what it really is; hence the next few pages overview the status of library and information science education as it exists today.

3.3.1 Pre- Independence Period

Formal teaching of library science education in India is about fifty six years old. The formal course for training library profession in India may be said to have started in 1911. Prior to this there are some sort in service training in library routines in some of the large libraries, such as University libraries established in the 19th century. In subsequent year, the training program was opened to the staff of the other libraries and even to non-libraries. However, the existence of such training in the Imperial Library (now National Library) organized by John Macfarlance, the first librarian of the library from 1901-1906 is mentioned in some report.

The foundation of library and information science education was laid in Baroda when the erstwhile princely state of Baroda and its enlightened ruler Maharaja Sayajirao Gaekwad get the credit of initiating a program of free public library service throughout the state in the fat decade of the century. In 1910, William Alanson Borden, an American librarian was appointed director of the state library development program of the state with trained personnel. The first class was held in the central library, Baroda. In 1913, Borden started summer school in Baroda City for the benefit of the city librarians. The course did not continue, perhaps beyond 1924. The second library school was started in 1915, by an American librarian Asa Don Dickinsion who was
appointed librarian of Punjab University, Lahore, started a library course in the University. The Punjab school continues until the partition of India in 1947. Dickinson wrote a small manual on library routines for use in the teaching program “the Punjab library premier (1916)”. In 1920, the Andhra Desa Library Association started library school at Ramamohon Granthalayam in Vijayawada. The duration of the course was of one month. In 1934, the syllabus of the course was modified to include more subjects on library work. The Madras Library Association was founded in 1928 mainly through the effort of Dr S.R. Ranganathan. This was followed up by the Madras library Association establishing an annual summer course in librarianship. In 1931, the association course was taken over by Madras University. In 1937, it was converted into full time Post Graduate course of one academic year leading to the Diploma in library science. In 1960, the Diploma course was discontinued and a course leading to Bachelor in Library Science degree was started. The same year the university passed regulation for Master in Library Science Course. In 1935, Khan Bahadur Asadullah sponsored and administered a regular full time Diploma course in librarianship at the Imperial Library, Calcutta. In 1937, the Bengal Library Association started a regular Certificate course in Librarianship, this continues to the present day. In 1935, Andhra University started a Diploma course; it was suspended between 1937-1947. In 1970, the Bachelor in Library Science course was started. Courses in library science pattern after the Diploma course in Madras were started in mere four Universities in 1940’s i.e.

1941 Banaras Hindu University
1944 Bombay University
1946 Calcutta University
1947 Delhi University
Thus, on the eve of Independence in 1947, there were six University library school offering courses leading to the diploma in Library Science. However, the growths in the library science were spectacular after independence.

### 3.3.2. Post- Independence Period

In 1972, India celebrates the Silver Jubilee of her Political Independence. During the last twenty five years, there have been significant and sustained efforts at promoting the development of education and scientific to accelerate the development of country. To meet this demand there has been a spread in the number of library schools started during the Post-Independence period. Between, 1947-1956 no library school were established, but seven were established in the three year period from 1956-1959.

DRTC was established at Bangalore in 1962. Originally its training course is of fourteen months duration. Recently it has been changed into two-years programmed. INSDOC conducted short term training course in 1963. Later, in 1964, it started a one year Post-Graduate course in 1964; it started a one year post Graduate in Documentation and reprography. Now, the course is called as “Course in Information Science”, The Indian Association of Special Librarianship and Documentation from October 1967. The education in Librarianship is done at various levels after independence in India. Many polytechnics, local and regional library association conducted Certificate and Diploma Course in Library and Information Science.

### 3.3.3. Library Science Education Since 1970

As the use of information technology began to apply outside the realism of defense, by 1970’s these changes not only affect library operation, but also created a formal link between library professionals and the need of business and industry. Continued growth stimulated change in approaches to library and information science education. Computer technology, especially the
advancement of microcomputer and technology present new opportunities for library and information science professional and new requirements of their training.

Contemporary library and information education is dramatically different from that of thirty years ago. Insightful look at the current state of library and information science emphasizes on inheritance of a patch work of tradition and the typical content are of Classification (theory and practice), Cataloguing (theory and practice), library and society etc. At the same time, advance in information technology and its application in library and information science education offered growth and expansion in the area of librarianship to support within the library and information science school. These library and information science school is to respond to new opportunities and to reposition themselves to achieved a stronger position within the Universities (Leigh, 2003).

3.3.4. Status of Department

As a historical practice, the library science training courses were begun by the library particularly by the University library, apart from professional associations and other bodies from the time of Dewey. In 1960’s Ranganathan Report gives a picture that prevailed in India. Out of fourteen Universities that imparted library science education then had only two independent departments, and others were headed by the university librarian or the librarian of the Institution. Most of the teachers were Library staff.

3.3.5. Independent Status of the Department

Initially the courses in Library Science were started as a part of the University Library. This practice was continued for some time and the practice of giving independent status for teaching programme was initiated largely during 1970’s. In 1979 the UGC panel on library and information science recommended the independent status of the library science department. It
envisaged that the status and privileges enjoyed by other department in the University should also be available to library science in term of Full-time teaching staff as well as a full-time head. The State University’s Act also made it a point to include the clause that there should be separate head for university librarianship and for the department of library and information science e.g. Karnataka State University Act 1976. However, earlier practice of having a common head for both University Library and Department still continues in some states.

3.3.6. Rotation System and Number of Years

To decentralize responsibilities and infuse spirit of democratic functioning and communication both in teaching and administration, many Universities in the Country brought in vogue the rotation of heads of teaching department with a period of 2-3 year’s.

3.3.7. Faculty Affiliation of Department

Library and Information Science is a multidimensional inter disciplinary field as its domain broaded and expand. Library and Information Science Department is related to other disciplines to create those domains. Thus, the department is affiliated to the faculty such as science, Arts, Social science, Humanities, education, management etc. The Table-3.1 provides the present scenario of Library and Information Science in India regarding faculty, status, rotation and period.

Table 3.1 : Scenario of Faculty Affiliation in India

<table>
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<tr>
<th>S. No</th>
<th>University</th>
<th>Faculty</th>
<th>Status</th>
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<th>Period</th>
<th>Year’s of establishment</th>
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<td>069</td>
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<td>Yes</td>
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<td>070</td>
<td>North Eastern Hill</td>
<td>School of Economics, Management, Information Science</td>
<td>Yes</td>
<td>NA</td>
<td>Yes</td>
<td>03</td>
<td>1985</td>
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<td>071</td>
<td>Manipur</td>
<td>School of Social Science</td>
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<td>NA</td>
<td>Yes</td>
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<td>072</td>
<td>Patna</td>
<td>Social Science</td>
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<td>No</td>
<td>NA</td>
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<td>073</td>
<td>Birla Institute of Technology</td>
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<td>Yes</td>
<td>NA</td>
<td>Yes</td>
<td>02</td>
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<td>074</td>
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<td>NA</td>
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<td>075</td>
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<td>NA</td>
<td>Yes</td>
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<tr>
<td>076</td>
<td>Govt. First Grade</td>
<td>Arts</td>
<td>Yes</td>
<td>NA</td>
<td>No</td>
<td>NA</td>
<td>1973</td>
</tr>
</tbody>
</table>
* NA = Not Available    * ETTG = Education, Training and Translation Group.

3.3.8. Library and Information Science Curriculum

The influence of Information and Communication Technology (ICT) on every discourse of human knowledge is a undisputed and is also considered all pervasive. The nineteen century saw the emergence of the two scientific disciplines from the genus of librarianship- Classification and Cataloguing, which today are most wanton areas in knowledge processing and organizing of the electronic era (Karisiddappa, 2004). However the field still suffers from such concepts as the “Digital Divide”, the differences in the technological competences of the countries. Though India is on the fore in ICT developments, its full complement of application and utilization is still at a distance. Today ICT has become essential knowledge to every nation and more so to the developing nations.

To the end of the 20th Century, the Southeast Asian countries have three main characteristics of developments related to information: a) information being considered as an economic resource, b) increase in the use of information by common people, and c) growth of
the information sector in the economic sector (Karisiddappa, 2004). The fundamental shift in the goals of the library and the changes in information storage and delivery mechanisms, the educational programmes should cater to the needs of these changed setting by including in their course contents the knowledge and skills required to function effectively in such an environment.

The issue of the relationship between theory and practice is not properly addressed in the Indian context. It is also seen that during the challenge of managing the complex and diverse new environment, some of the schools have been merged with different disciplines like information management and technology, information studies and mass communications. With the changing pace in the nature of library and information services, there is a need in building library professional but also in established practitioners, a commitment to lifelong learning, as the situation is demanding greater professional and technical awareness.

One of the strong influences on the library science curriculum is the management science. In the later years the statistical techniques and methods of research were gradually implemented in the LIS curriculum. The use of statistics is responsible for the emergence of new areas like Bibliometrics, Informetrics, Scientometrics, Webometrics and so on. Discipline that outwardly influenced LIS is Psychology. The major disciplines that have become part of LIS curriculum are: management Science, Information Technology, Statistics, Linguistics and Psychology (Karisiddappa, 2004).

As early as in 1982 Lang in the UNESCO report proposed a modular Approach to the curriculum for Information Studies. A similar approach was also advocated in the Asia-Pacific report on “A Curriculum for an Information Society (1998)”. Accordingly a modular approach is made for LIS curriculum. The modules are:

Module – 1: Foundations of Library and Information Science
Module – 2: Knowledge Organisation, Information Processing and Retrieval

Module – 3: Information Source, Product and Services

Module – 4: Management of Library and Information Centers

Module – 5: Information Technology: Basics and Applications

Module – 6: Research Methods and Statistical Techniques

Module – 7: Electives: Information Literacy/Information System/Knowledge Management/Technical Writing and Professional Communication/Digital Library

For each of the modules, the following concepts can also be added to enhance the effectiveness through teaching, practice and evaluation. a) Course objectives b) Unit-Wise course content c) Special note on Practical component d) learning outcome of each module. It is implied that the modules might be adapted to any one of the education patterns; viz., Two years integrated MLIS, One year integrated MLIS (semester Scheme), One year each of BLIS and MLIS (Karisiddappa, 2004).

3.3.9. Emerging Specialization in LIS

The concept of “Global Village” implies that the world is networked with computers. The future is looking forward to Internet Data Centers and Network Operation Centers are coming in big way in India. The LIS curriculum now upgrade their content by including IT component adequately the education and training of LIS professionals in networking. Effective resource sharing can be achieved by using the recent advances in IT for realizing a network of libraries. IT signifies the coming together of the disciplines of electronics, computer hardware and software, communications, artificial intelligence and human/machine interface. The open access initiative has opened new opportunities for libraries for knowledge resource building. Another area of pressing need is in the Archival Preservation and Management. There is a great opportunity for
LIS departments to introduce a specialization courses in Library Networking and Digital Libraries.

Accesses to library resources through networking require coordination of activities. All these activities are to be done by human beings and in particular information professionals. The emergence of Library Networks has definitely changed the Library and Information work and services. Education and training in Library Network should become pre-requisite in LIS curriculum. Thus, LIS schools should take note of this to the curriculum restructuring activity to develop human resources with specialized skill and knowledge. The immediate need of the hour is to organized a series of intensive training programmes to the working professionals with utmost practical approach so as to enable the task.

3.4. Accreditation and Assessment of LIS Programmes in India

The Williamson Report of 1923 is considered as the foundation for edifice of accreditation in LIS education in USA. Charles C. Williamson was requested by Carnegie Corporation in 1919 to make a study of the then existing facilities available in Library Education in USA and his report was published in 1923. Following the recommendation made in the Report ALA created a Board of Education for Librarianship in 1924 and later renamed as Committee on Accreditation. The Board proposed number of standards for different types of LIS schools (Karisiddappa & Asundi, 2011).

Accreditation refers to approval or recognition of one party by another on the basis of some standards. The Association for Library and Information Science Education and H.W. Wilson foundation sponsored an Accreditation Conference held in Chicago in 1984 which discussed:

1. Accreditation of Higher Education
2. Models of Accreditations in other professional field; and

3. Accreditation in the field of Library and Information Science.

The purpose of accreditation is to improve the quality of education. The process of accreditation encourages institutional improvement, through continuous self study and evaluation. The assessment and accreditation process in Higher education in India was the outcome of National Policy on Education, 1986. The programme of action has suggested the quality evaluation of higher education and as such the National Assessment and Accreditation Council (NAAC) was created by UGC and the National Board of Accreditation (NBA) by the All India Council of Technical Education (AICTE). But, like NBA the NAAC does not assess the individual courses. So there is a need for accreditation of courses especially the professional courses.

But the situation is that there is no formal initiation to accreditation process for the LIS School and courses. The subject of accrediting LIS schools is discussed in numbers of IATLIS Seminars and still the issue has been lingering with all past efforts being unsuccessful.

In USA it was entrusted to the American Library Association right from the beginning and ALA examines and approves the accreditation of LIS Schools. In UK it has established Council of National Academic Awards. In India, Indian Library Association (ILA) must be assigned for accreditation in dealing with LIS professional higher education.

3.5. Academic Programmes

The education for librarianship in India has evolved against the complex background. It has, therefore taken much of its own character from the divergent nature of Indian education. Library education exhibits its own picture of diversity with courses in librarianship offered at a
variety of levels and standards. The following level of courses in librarianship are currently being offered in India.

3.5.1. Levels and Degree in General

Ranganathan Committee Report enumerated the following courses in Library Science.

a. Certificate Course
b. Post Graduate Course
c. Bachelor’s Degree Course
d. Master Degree Course
e. Doctorate Course

Later many universities upgrade to PG course to Bachelor’s course level e.g. in 1956-66 Karnataka University changed to Bachelor in Library Science. The present status gives totally a different profile of courses than that of the 1965 Report.

Presently six levels of courses in Library and Information Science starting from certificate to Doctorate Degree. There is also change in nomenclature as well as mode and schemes particularly at the Master Degree levels. At least there are six streams of Master Degree programmes.

3.6. Existing Courses in India

The library profession did not attract the best talent in the country for a variety or reasons; the quality of entrants is very poor. The main reasons being better educational options are open now for the students after 10+2 education pattern. The individual opts to under go library science education not by choice but by chance. Opportunities are better now, and have increased due to the fact that many states in the country implemented the library legislation. There is also a growth of special and industrial libraries and many more openings are available to
the librarians in the multinational organization. Beside, the status improvements are also seen in the university and they are treated as par with other departments. Even where both department and the university library function under a common head, there is a separate strength of teaching staff exclusively appointed for the Department. The existing levels of courses offered now are presented in the Table No 3.2 as follow.

**TABLE 3.2 :** Existing Level of Courses in India

<table>
<thead>
<tr>
<th>Levels</th>
<th>Nomenclature</th>
<th>Degree</th>
<th>Minimum Qualification Requirement</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>i. Certificate in Library Science</td>
<td>CLISc</td>
<td>SSLC, PUC</td>
<td>3-9 Months</td>
</tr>
<tr>
<td>Diploma</td>
<td>i. Diploma in Library Science</td>
<td>DLISc</td>
<td>SSLC, PUC</td>
<td>6M-2 Yrs</td>
</tr>
<tr>
<td></td>
<td>ii. JOC in Diploma in library Science</td>
<td>DLISc</td>
<td>SSLC</td>
<td>2 Years</td>
</tr>
<tr>
<td>Bachelor</td>
<td>i. Bachelor in Library and Information Science</td>
<td>BLISc</td>
<td>Degree</td>
<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>ii. Bachelor in Arts (Hons) (Pass) (Optional)</td>
<td>BA</td>
<td>10+2</td>
<td>2-3 Years</td>
</tr>
<tr>
<td>PG Diploma</td>
<td>i. P-G Diploma in Information Technology</td>
<td>PGDIT</td>
<td>BLISc</td>
<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>ii. P-G Diploma in Archives and</td>
<td>PGDADM</td>
<td>Degree</td>
<td>1 Year</td>
</tr>
<tr>
<td>Research</td>
<td>Master</td>
<td>Diploma in Library Automation</td>
<td>Post MLISc</td>
<td>MLISc</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Documentation Management</td>
<td>i. Master in Library and Information Science</td>
<td>MLISc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ii. Master in Library and Information Science (Integrated)</td>
<td>MLISc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>iii. Master in Information Science</td>
<td>MISc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>iv. Master in Science (Integrated)</td>
<td>MSc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>v. Master of Science (Library and Information Science)</td>
<td>MSc (LIS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vi. Associateship in Information Science</td>
<td>AISc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>i. Master of Philosophy</td>
<td>M. Phil</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ii. Doctor of Philosophy</td>
<td>Ph D</td>
</tr>
</tbody>
</table>
3.7. Infrastructure Facilities

Dr Ranganathan’s report made special attempt on seeking information regarding the physical facilities in library and information science in Indian Universities. This implies adequate importance was given. The situation that prevails today is totally different in entirely of the course offered by the university now as new areas continues to influence the library and information science. The second significant impact in the last decade is the extensive use of technology. Today with the growth of research programmes, application of interdisciplinary subjects and use of computer and communication technologies in teaching and research program have stress the need for more comprehensive and necessary infrastructure facilities to make teaching and research more effective. If a course having practical component is introduced, the supporting infrastructure is not provided it would be a lop-sided approach as the use of the theoretical knowledge with practice, and in these circumstances it is not advisable just to mention them on paper. Over the years this proves fruitful in Library and Information Science Education. Evidently from the Practical approach adopted in Classification and Cataloguing system.

The recent development sees the independent status for the department, but they are lacking the physical facilities such as classroom, seminar Hall and the accommodation for the staff (Teaching & non teaching). These requirements were either overlooked or not much attention was given when the departments were part of the university library. But today, with separate identity for both and mutual benefit they need separate physical facilities, especially for the teaching work and for undertaking research. So in view of these changing times the demands for the infrastructure facilities have increased much more without which the aim and objectives set before the Library and Information Science Programmes cannot be fulfilled successfully.
According to UGC Recommendation, the departments of library and information science should be equipped with adequate number of practical tools in the traditional subjects such as Classification schedules, cataloguing codes, list of subject headings and thesauri in the ratio 1:2 (i.e. one set of tools for two students).

The library should provide for a good collection of Reference Sources of all varieties to acquaint the students with sufficient knowledge of their use.

The departments should be equipped adequately in order to enable the students to acquire the knowledge and skills in the use of Information Technology tools and services. For this purpose an IT laboratory with network facilities should be established in the department with user terminals at the ratio 1:5. This should be supported with all the standard software packages including one or two library application software.

The changing scenario of teaching staff requirements suggested by Dr. Ranganathan Report of 1965 and Prof. Kaula Committee CDC Report of 1992 be taken as the basic for further improvement. Considering the imperative need on practical component especially in the IT area of growing specialization, the staff should be increased proportionately.

The facility for training of teachers available through Academic Staff College in the Universities be appropriately restructured in purpose and content. It was felt appropriate to avail the existing facilities with a renewed approach to enable the teacher to acquire the required knowledge and skill in IT so as to impart effectively to the student (University Grants Commission, 2001).

3.8. Collaboration in LIS Education

The educational sector has seen an overall drastic change in the field of Library and Information Science, which has consistently evolved universally accepted techniques and
methodologies of information handling and management, in every contemporary societies-agricultural, industrial and information. Resulting from the global changes, the educational paradigm and pedagogical content of the Library and Information Science courses has completely changed in developed countries and is in the process of change in the developing countries. Since the change process in the education and training in Library and Information Science has not been undifferentiated and parallel with marked disparities and differences among the developed and developing countries.

The education of Library and Information Science has emerged as one of the global professional subject of reckoning, without exception, but in its profile, curriculum, available infrastructure and in the levels of collaboration and cooperation there are still disparities. The disparities attribute to political autocracy, slow economic process and delayed adoption of technological innovation in all front of its applications, despite the fact that library and information science is one of the earliest to adopt to contemporary changes (Karisiddappa & Asundi, 2011).

The internet has thrown open an ocean of opportunities for sharing, exchanging through interlinking, and inter and intra access to resources, services and facilities. The library schools in the developing countries would develop a network system in this regards. This will help in monitoring, coordinating the activities, in this process the departmental libraries and staff resources can also shared. The effectiveness of global approach to education depends on some uniformity in curriculum and technical standards, agreed upon rules and implementation procedures and infrastructure compatibility. In each of these aspects, choices have to be made on development and market needs and the value of the society. Issues and other factors to be considered by the participants of the developing countries as listed below:
a. Curriculum updating and developing curriculum for LIS education and training programme;

b. Exchange of students, experts/faculty, transfer credits, awarding and equivalence degree;

c. Policy and procedures for assessment and accreditation;

d. Promoting R & D activities with mutual collaboration and linkage;

e. Sponsored of global and intergovernmental organizations for organizing workshops, conferences, seminars, etc.

3.9. A Proposal for Networking of LIS Schools in North Eastern Region of India (NELISNET)

The proposal for network of LIS schools was under consideration since 2-3 decades as such a propositions was implementated with the establishment of SLISNET, the “international network of schools of library and information sciences” by UNESCO in 1995 (Johnson, 1997). The development of Library 2.0 and Web 2.0 have given an impetus to its presence and extended visibility in this hour of need. For the time being SLISNET, is on passive front and need a rethinking for its renewed role especially in bridging the gap of lack of infrastructure facilities in LIS Education in developing countries. It is proposed here to work out an alternative measure on revival and rejuvenating networking of Library Schools in a regional mapping than with a global dimension.

The prospects of linking the LIS schools in the present context seem to be more fructuous now. The LIS educational community is now becoming more organized and it is manifested by the formation of several regional professional organizations like ALISE, EUCLID, AIESI and
this is one prospect that would provide the network the required organizational support and mobilizing fund can also be concurrently taken up.

\textbf{Figure: Proposed NELISNET}

The networking will help in preparing a plan of action to implement several proposal generated out of the discussion group on LIS education in the North Eastern Region of India i.e Assam, Meghalaya, Nagaland, Mizoram, Aurnachal Pradesh, Manipur, and Tripura. The proposal on Open Access to Courseware, sharing and exchange of teaching materials, lesion and course materials, syllabi and other educational resources and infrastructure can be implemented with the establishment of NELISNET. This will help in linking LIS education and continuing programmes of the North Easter Region of India.

The objective of the NELISNET:

a. To promote LIS Education in the region and continuing programmes;

b. To harness common syllabus, equivalence degrees;

c. To promote exchange experts/faculty, students, scholars;

d. To improve infrastructures; manpower.
3.10. Role of Professional Association

In the modern world of competition, associations are engaged in activities which are informative in character. The material collected is ordinarily distributed to member who has an interest in it. Therefore, it is essential for the people of various professions to get together and plan their activities to safeguard and to promote the interest of the profession.

Till mid 1970’s only six University Departments has Masters Degree course. In 1977 an All India Seminar on Library and Information Science Education was organized at University of Delhi, which focused mainly on the Model syllabus for B. Lib. Sc and M. Lib. Sc. The above seminar helped other universities to start the Master Degree Courses with a renewed approach taking recourse to the developments in the subject with emphasis on Information Science. It is in the background of such efforts undertaken by the Professional organization that the library and information science education in the country received a face lift both in its name as well as in its content (University Grants Commission, 2001).

The library education imparted by the professional associations is effective because of the professional feelings, emotions and dedication of the members associated in the teaching. They are able to lend more practical training in the area of Information Technology. The scope of library and information science education will be broadened and the gap between theory and practical reduced when the library associations participate in the education programmes. The activities of the professional organization are intended to make rapid strides in the improvement of library education. Library associations carry heavy responsibilities in providing high quality and relevant education (Agarwal, 1997).
3.11. Future Trends and Development of LIS Education

The gateway to the professional LIS education in India was opened about 100 years ago the reminiscent with Baroda school. The establishment of UGC and the birth of professional associations, formulation of Public Library Legislations by numbers of States, and steady state of industrialization and birth of documentation, and the education commissions could be consider as the catalytic agencies to boost-up the need for a career through LIS Education. With the impact of ICT and its early adaptation in LIS education and professional practices, today India is on the verge of being considered as par with western countries in LIS education, knowledge and skills in LIS, and has an added advantage that has been bestowed with the application of scientific methods in Library Science enunciated by Dr. S.R. Ranganathan.

The scenario of ICT perspectives indicates the pressing need to educate and train the library and information manpower towards sustainable professional competence. The manpower of today will meet in the near future new challenges from prolific digital library, open access, information literacy and management of e-resources. The scenario of LIS is on total transformation and on the threshold of seeking a new professional nomenclature- Information manager, information scientist, Cybrarian, Knowledge Manager, Documentalist and so on. If library and information professionals are expected to play a significant role in content creation, quality of training imparted in LIS schools in Indian Universities need to improve drastically. The strength of teaching staff in the LIS Schools need to improve.

Library holding began to take electronic forms such as database, electronic journals and electronic books. The digitization process of archival records has also started giving different formats of materials. Museums with their artifacts are also still at the beginning of digitization, but the process of their description has progressed rapidly into electronic world. The patterns of
organizing knowledge in all three organizations have become not only similar but the computer-imposed standardization has brought about a complete change in LIS Education. New technologies have contributed a great deal of transforming traditional Library Schools to information management educational institution. The change that LIS schools underwent reflects in the Kaliper report published in the year 2000 (Bronstein, 2007) which indicate six major curriculum trends in LIS Schools in the USA:

1. LIS curricula are addressing broad-based information environment and problems;
2. LIS curricula contains a unique core of courses that are user-centered;
3. LIS Schools and programs are increasing investments and infusion of information technology into curricula;
4. LIS programs are experimenting with the structure of specialization of their programs;
5. LIS Schools are offering instruction in different formats; and
6. LIS Schools are expanding their programs by offering degrees at multiple levels.

The role of information in the society is changing as are the expectations and the procedures by which people generate, organize, store and access information. To keep up with these changes, new information professional role will emerge, and the externalities and internalities of information education will need to change to remain relevant. Change is inevitable, but not all changes are equally possible or desirable.

During the next decade, people will become ever more aware of the value of information and of their need to use information for more effective decision making. Information professionals, be they called librarians, counselors, managers, or by some name, will needed to help people obtain ready access to information, and if necessary they will reformat and repackage information to make it easier to use. However, in every University, it is likely that one
academic department or schools will emerge as the unit primarily responsible for providing a fully developed program in information study.

Library and Information Science education is at the cross roads. Some schools will continue to concentrate exclusively on providing quality education for librarians, and this will be necessary in including library automation, networks, retrieval systems, and other information technology related courses. Graduates of these schools will be expected to work in libraries. Other schools will choose to diversify and to train information professionals qualified to work not only in Public, academic, and special libraries, but also in government, in industry, and as entrepreneurs. The beginnings of this trend are expected to start.

Economic pressures, such as cost in university education, continuing inflation, and reductions in government support make it likely the many schools degree programs will convert to a two-year program in the immediate future. It is likely, a few schools will seek to expand their programs and attract more students by offering undergraduate courses in information technology. If no predictions are made; that is, if it is assumed that the future would be same as the past, and that educational programs that were effective in the past, would serve equally in the future, that we are certain to be wrong. The intended trends are not meant to be a blue print for the future: but to stimulate discussion and to aid in planning a more responsive program for training and educating information professionals (Borko, 1984)

REFERENCES


