Chapter – III

Library and Information Science Education in India: An Overview on Library and Information Science Education in Maharashtra State
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EDUCATION IN MAHARASHTRA STATE

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3.1 Introduction

Library and Information Science is the combination of Library science and Information Science. Generally Library Science is taken to be traditional while Information Science as advanced field of study. Prominently Information Science studies varied aspects of information largely application of ICT. Library Science is occupied with education of library and information professionals. It attempts to develop human resources to run libraries and information centres. It can produce highly knowledgeable and talented Librarians and Information Officers as well Document officers. There is no greater difference than this. In fact LIS is a long-term process, after its formal education. It continues to provide education and develop staff related to the field.

3.2 Growth and Development of LIS Education in India

Baroda School

Melvile Dewey started the first ever library in USA in 1887. It is disciple Borden W. A. took greater pains in initializing training in librarianship. He is the man to be credited with creating capable librarians and establishment of libraries. There was another training course started in 1913, these training centres continued to provide basic education in LIS even after Borden. However, Jon Macfarlane is considered to father ‘in-service’ training. He started ‘in-service’ training at Calcutta from 1901 to
1906. The result was number of training programmes started for the staff of other libraries.

**Punjab University**

A more systematic training program was initiated by another American Librarian by name Asa Don Dickinson at Punjab University, Lahore (now in Pakistan) in 1915. This was accepted to be the first university course Another of Mr. Dickenson’s contribution who prepared a manual for the use of students entitled ‘The Punjab Library Primer’.

**Andhra Desha**

Andhra seems to be aggressor in the movement of library and reading rooms. It were common people in Andhra who took lead in establishing library and reading rooms. Therefore it was termed to be ‘peoples movement’ with the growing number of libraries, trained and capable people were demanded to run their libraries, therefore The Andhra Desa library was established in 1920 at Vijayawada. This association provided education and training to the budding librarians. Training included techniques of library as well adult education.

**Mysore State**

In the same year, i.e. In 1920, a course for the training of librarians was conducted at Bangalore under the „programme of library development” initiated by the then Dewan of Mysore, M. Visweswarayya.

**Madras Library Association (MALA)**

It was MALA that began a regular certificate course in this stream in 1929. MALA started a concept of summer schools for college librarians, lectures in madras in 1928 and it was repeated in 1930. University of Madras prided over to include training courses prepared by MALA in 1931. Sayajiraw Gaikwad II ruler of Baroda state initiated with library education in Madras in 1911. Maharaja possibly acknowledged importance of libraries
and its importance in the life of common men and masses. With this view he invited William Borden and under his direction established a network of libraries in the State of Baroda in 1910. It’s also started library science at Baroda in 1911 with guidance & special care of Mr. Borden. Another American library scholar helped in establishing second school in Punjab University at Lahore in 1915. This scholar was Asa Don Dickinson, who was far more knowledgeable and experimentalist in the field of Library Science. This school is considered to be the first school in library science in India. It was patronised under university system. But before this number of training programmes had already began, contributing their share in this field. Andhra Desha Library Association and Mysore State can be cited as the examples in this area.

The training course started by the Madras Library Association was a regular programme and it was taken over by the University of Madras in 1931, which used to give a certificate course of three months duration. This certificate programme was later accepted by university of madras as a post-graduate diploma in library science. The duration of this diploma was one year and was minimum qualification for admission in graduation courses in any discipline. Madras University was the only centre providing education and training in this field for near a decade. There were other institutions that ran simultaneously along with Madras University like Bengal library Association, the Andhra Desha library association and Imperial library, Calcutta but they were limited providing only stray courses for training library personnel. Bombay university also started the course although late but set a new rule of restricting admission for working personnel. It started course in 1944. Then was followed by University of Calcutta and Delhi University respectively in 1947 and 1949. Delhi University experimented with two courses i.e. M.Lib.Sc. Programme and Ph.D. programme with its success it started P.G. Diploma in library science. Then the suit was followed by Aligarh Muslim University, University of Baroda, Nagpur
University and Vikram University Ujjain. There are number of levels available in India now a days like Certificate, Diploma, Bachelor’s Degree, Master’s Degree, M.Phil., Ph.D., D.Litt.

The Certificate and Diploma courses are offered at Under Graduate level and from Bachelor” Degree in Library and Information (BLIS), Master of Library and Information Science (MLIS) and M.Phil. and Ph. D are offered by most of the Post-Graduate Departments attached to the Universities. University Grants Commission in India since its inception has been instrumental in formulating Model Curriculum for different disciplines of studies including Library and Information Science. A number of Committees appointed by UGC have submitted their report to UGC namely-

1. Ranganathan Committee on “Library Education” (1960)
2. Kaula Committee on Curriculum Development in LIS Education (1990)

All these reports are aimed at formulating LIS curriculum at two levels (Bachelor’s and Master’s). University started courses like BLIS (one year ) & MLIS (one year) M.Phil. & Ph.D. courses also ran in most universities. They were either full time or part-time UGC pay committee report 2008 made pre-Ph.D. course mandatory for the aspirants of Ph.D. Curses. completion of Pre-Ph D course is also mandatory for admission in to Ph.D. The latest UGC Model Curriculum (2001) recommends with option that the universities may opt for two years integrated MLIS course after Graduation or one year BLIS and one year MLIS.

As on date there are 90 above universities (Conventional/Regular), 30 Open, Distance Education Universities and Correspondence Course Institutions attached to Universities which are offering Library and
Information Science Education at Master’s level, 16 university offering M.Phil. in Library and Information Science and 60 above universities at doctoral level in India. In addition to these, two national level institutions namely National Institute of Science Communication and Information Resources (NISCAIR), New Delhi and Documentation Research and Training (DRTC), Bangalore are offering two years integrated course in Associateship in Information Science equivalent to MLIS and two years integrated master’s Degree programme on M.S. library and Information Science(MSLIS) respectively.. Very few universities are offering M.Sc. (Information studies/Information Science) equivalent to Master of Library and Information Science.

3.3 Levels of Courses

Presently Library and Information Science courses in India are offered at six levels namely, CLISc, DLSc, BLISc, MLISc, M.Phil., and Ph.D. These courses are broadly classified into semi professional and professional. The semi professional level courses are CLSc and DLSc. The professional level course includes BLISc, MLISc, M Phil, and Ph.D. The Library Associations and Institutions (Non University level) were primarily offering semi-professional courses. The non-university level courses can further be grouped into vocational and non-vocational courses. The LIS departments (university level) are primarily concerned with higher professional level courses. The courses offered by NISCAIR and DRTC shall also come under this category. The University level courses can further be grouped into undergraduate (BLISc) and post graduate MLISc, M Phil, Ph.D. courses. The courses offered by the open universities and institutes of correspondence course attached to the universities (non formal) under distance learning mode added new dimension to LIS education in India.
3.4 Need for Redefining LIS Objectives

The main object of LIS Education was to provide adequate education and create skilled manpower in the field of library science. And objects continue to change as per change in the working system of libraries. LIS is a ever growing stream where innovation is vital with this there occur changes in working systems, tool and techniques used in it. Application of information communication technology revolutionised the whole concept of libraries. It is superadded with the system of information storage and ways to access the information. This brings the need for redefining the objectives of LIS. The students are required to be updated with latest information in the fields & should have thorough knowledge of the use of IT in libraries. Application of technology has opened up new vistas & therefore LIS schools should adopt in terms of changing atmosphere. Students need to be trained with the use of computers & Communication technologies they should be provided with internet concepts with proper practical exposure.

3.5 Levels of LIS Education in India

The LIS education in India is offered at various levels such as certificate, diploma, degree, Associateship in Information Science (AIS), M.Phil. and Ph.D. These programmes are offered on regular basis as well as through correspondence courses or distance education. Details about the types of courses are as follows.

(a) Certificate Course

Generally certificate courses are run by library associations but some departments and affiliated colleges are also conducting these courses presently. There are no unity in terms of syllabus and duration of courses in universities and colleges. Certificate courses are prepared to train students for semi professionals or junior level jobs after high schools senior secondary education.
(b) Undergraduate Diploma Course

The Diploma courses are conducted at two levels, that is undergraduate and postgraduate levels. Undergraduate courses are conducted by women polytechnics as a two-year course after higher secondary or intermediate. It prepares students to be junior librarian and hold library assistant positions.

(c) Postgraduate (PG) Diploma Course

PG courses in some selected LIS areas of specialization are offered at the university level as a one-year course after the Bachelor of Library and Information Science programme. At present, only three universities and one deemed university are offering these programmes (Association of Indian Universities, 2003). They are a) University of Kerala, PG Diploma in Information Technology ; b) University of Mysore, Post MLIS Diploma in Library Automation; c) Gandhigram Rural Institute, PG Diploma in Archives & Documentation Management (UGC Model Curriculum, 2001, p.102); and d) University of Hyderabad, PG Diploma in Library Automation and Networking

(d) Bachelor of Library and Information Science (BLIS)

The eligibility for this degree course is completion graduation with basic degree University conduct this degree course. There are many institutions that offer library science as an optional subject at the Bachelor of Arts level. Library science being one of the optional subjects other optional paper subjects can be from social sciences or the humanities. This degree course information science equal to other degree courses that run in university and this is accepted and recognised by UGC in their model curriculum 2001. At present, 120 above Indian Universities are offering BLIS.
(e) **Master of Library and Information Science (MLIS)**

This is a next of post-graduate diploma after BLIS. There are 99 universities that offer MLIS, 20 of them are offering two years integrated course. Many course have combined BLIS & MLIS made it course of two years. The North East Hill University (NEHU) was the first University to start the course in 1986, followed by the University of Madras in 1988. In 1989, Madras also started MLIS through distance education.

(f) **Associate ship in Information Science**

Since 1964, the Indian National Scientific Documentation Centre (INSDOC) New Delhi has been offering a two-year programme in documentation, which in 1977 the programme was renamed as Associateship in Information Science (AIS). On the 30th September 2002, INSDOC merged with the National Institute of Science Communication (NISCOM) and was renamed the National Institute of Science Communication and Information Resources (NISCAIR). The qualification for admission to the NISCAIR’s programme is a master’s degree in any subject or a B.Lib.Sc./BLIS with three years library experience. The Documentation Research and Training Centre (DRTC), established in 1962 in Bangalore, is also awarding AIS. Admission requirement to DRTC is a Bachelor’s degree in library science or a master’s degree in any subject with a minimum of two years library experience.

(g) **Advanced Training Course in Information Systems Management and Technology**

National centre for science information (NCSI) an autonomous organization under university grants commission conducts this course. The duration of it is one year.

This one-year advanced training course in Information Systems Management and Technology is provided by the National Centre for Science Information (NCSI), an autonomous organisation under University
Grants Commission (UGC) located at Indian Institute of Science (IISc), Bangalore.

(h) **Other Specialised Programmes**

The Indian Association of Special Libraries and Information Centers (IASLIC) conducts a one year diploma programme in special librarianship and the National archives of India offers one year diploma programme in archives and related subjects.

(i) **M.Phil. in Library & Information Science**

Research programme conducted by department of universities. It may be of one year or one and the half. The researchers have to subject dissertation after successful completion of theory papers. Many Universities like Delhi, Vikram, Gulbarga conduct this programme. It was initiated by Delhi University in 1978. The eligibility criterion is UG degree recently entrance test is conduct for admission.

(j) **Ph.D. Programme**

This is an advanced level research programme being offered after the completion of MLIS or M.Phil. degree in library science. More than 81 universities run Ph.D. programme , it is recommended that research should be highly genuine. The basic qualification for the admission of this course MLIS and M. Phil. or NET/SET for the recruitment as an assistant professor in university and colleges.

(k) **D.Litt. Programme**

Very few universities provide the facility of D.Lit., a post-doctoral degree Banaras Hindu University, Varanasi, Utkal university, Bhubaneswar university run D.Lit. programme according to record available only one candidate Dr. Shukla on the topic “The work and impact of a pioneer in library and information science : a critical study of the works of Prithvi Nath Kaaula” has been awarded with D.Lit. There are many reasons that
candidate not like to further their studies in post doctoral area. This is a subject of research again.

3.6 Problems of LIS Education

There are number of problems that still persist in advancing the stream of LIS. Though it’s not a new education field still people concerned to this course couldn’t completely overcome problems hurdles that hinder the progress of it now and then. The first is of national accreditation body. There is little or no efforts in this area, even after the establishment of National Assessment and Accreditation Council (NAAC). There are other problems that need more analysis, they are as follow.

(a) Accreditation

For any field to prosper it is important that it fulfils the standards of education and not were that it should strictly adhere to norms of it. But unfortunately in case of LIS education no national accreditation body has been formed so far in India. It is really misfortune far the profession accreditation not done, without which basic facilities are not provided to such schools and colleges. It abstracts the growth of professionals who acquired education in this field. They were received bookish knowledge, there are no facilities for practical exposure to them. Therefore it becomes natural duty of accreditation agency to see that such schools and colleges should not be established without its approval and if it approves at all, it should recommend minimum standards in terms of faculty strength, intake criteria, availability of teaching material teacher – student ratio evaluation method, library facilities. If the courses properly approved by national agency there shall be uniformity in terms of syllabus duration exam fee-structure and all. Because UGC pays no attention to these fields its progress is being marred. There are minor efforts from UGC like holding seminars, conference, but nothing substantial done In 1976, IFLA in its annual conference passed a resolution that “ to maintain uniformity in the standards
in the LIS Education programmes in the country, the Government of India be requested to create a Library Science Council on the pattern of Indian Medical Council.”

In 1994, Nagpur University organised a UGC sponsored national seminar on Accreditation of Library and Information Science Schools in India. This seminar also emphasised the need for establishing an independent National Council to be named as Indian Council for Accreditation of Library and Information Science Education (ICALISE) similar to the American Library Association in USA and Library Association in UK, as well as the Indian Medical Council Act, Bar Council of India Act and All India Council for Technical Education Act.

(b) Mushrooming of Library Schools

Today, LIS schools are run for the sheer benefit of institution owners. These institutions extract large fees from the students and provide no facilities. Because of low-quality education mere production of sub-standard professionals fails providing opportunities to these students. Rather proper attention should be provided to facilities such as adequate number of teaching centres, computer laboratory and practical exposure. In another words mushrooming library schools can help advancement in this field.

(c) Inadequate Faculty Strength

Faculty is always a strength of schools and colleges. Colleges stand and fall by its teaching faculty. Therefore, knowledgeable up-to-date and studious faculty is required for the institutions.

In earlier years, the UGC Review Committee (1965) rejected the practice of employing the university library staff as part-time teachers and recommended one reader and two lecturers for a department conducting BLIS programme, and one professor, two readers and four lecturers for a department conducting the MLIS. The Curriculum Development Committee
(CDC) in 1992 recommended for a department running BLIS (having not more than 40 students) and MLIS (having not more than 15 students), one professor, one reader and three lecturers (1:1:3) and a provision should be made for one additional teacher for every 10 students after 40 for BLIS and 15 for MLIS.

(d) Lack of Library Facilities

Another important problem is that many LIS schools have no libraries at all. And even if libraries are there they are not fully furnished with adequate collection of text books, references books and practical tools. When libraries are not there isn’t a question of latest edition books and references books UGC has to take note of this if LIS is to be furthered the equipped libraries should be provided library is a base of LIS Education.

(e) Information Technology Laboratory

When basic libraries are not provided to LIS schools, IT laboratory stands out of question. Now a day’s LIS schools are offering courses on computer applications for the electronic information environment, but unluckily most schools and departments of LIS do not have facility of well equipped computer laboratory information technology laboratory provides with practical exposure to the students.

Practical training for computerised routines such as house-keeping jobs, provision of information services, Internet access, Online and CD ROM searching, etc. is required. UGC Model Curriculum Committee (2001) has strongly recommended that apart from enriching the contents, it is necessary that LIS departments have an IT laboratory with network Facilities. Terminal facility should be available in the ratio of 1:5, that is one computer terminal for every five students. The laboratory should be further supported with standard software packages including one or two library application software packages.
(f) **Curriculum Revision**

Old and out dated syllabi comes to no help to the learners. There is great need of restructuring old syllabus and to introduce new up-dated syllabus, which can provide jobs to the learners. Up-dated syllabus not only benefits learners but help faculties to be in touch with advanced knowledge. The disparity in terms of syllabus duration number of papers contents and practical modes should be made uniform. Advent of computer and communications technology brought sea-changes in study and practicality of LIS Education. Due to this it has become very important to revise and restructure syllabus. Traditional techniques and philosophical aspects prove of no use in the present day situation. Traditional education should be supplemented with latest innovations i.e. computer, communications technology, information systems, information processing and retrievals.

Revised curriculum should be capable of preparing the future professionals in order to meet the challenges enforced upon them from time to time.

(g) **Admission Procedures and Intake**

Admission criteria for any course should be based on sound principles relating to manpower requirements but this is not so in Indian LIS educational setting. UGC Review Committee Report (1965) recommended the ratio between teacher and students at BLIS and MLIS to be 1:10 and 1:15 respectively, which can ideally help to develop competent information professionals.

There is no uniformity as to student teacher ratio. There are many schools which have only one full time teacher and others part time. And these teachers teach up to Ph.D. level students. UGC should have interference in government funded and not funded institutions for control and uniformity. It should recommend admission procedure intake criterion, teacher recruitment and so on. But unfortunately this doesn’t happen in
most schools therefore schools provide sub-standard education to the learners. And this becomes hindrance in getting jobs after completion of graduation and post graduation. Therefore, accreditation becomes important for these schools. Then only number of schools seats and quality is well maintained.

(h) Students’ Selection Criteria

LIS education is now becoming famous and students from all streams are opting for the field. Though LIS is not a first choice of their students but certainly it has attracted attention of many. So it is important that students of good quality should be selected. Merit should not be the only criteria but written test and interview also should be made basis for admission. Middle level talent should also be attracted towards the field. There should be a standard procedure for selection of students for admission.

(i) Apprenticeship Programme

Professional courses must be provided with practicality mere classroom theory does help student to be proficient in the business. There should be practical to handle live situations. Many schools have learnt the importance of practical and started conducting seriously in their schools.

A Memorandum of Understanding (MOU), with the libraries willing to accept the Students for practical training may be signed. Such training increase the competency building of the students and give them an opportunity to learn while they work. Practical gives more confidence and adds competency among the students to fight challenges.

(j) Dual Responsibility

In 1979, the UGC Panel on Library and Information Science recommended for the independent status to the LIS departments but in some states such as Maharashtra and Karnataka, professor of LIS is also in charge
of the university library, thus, holding dual responsibility. This is not a healthy practice and is against the recommendation made by the panel.

3.7 Specially Library and Information Science Education in Maharashtra State

Maharashtra is the third largest state in India known for its outstanding educational quality and facilities at all levels in almost all the major disciplines of study. There are 35 districts in the state with best colleges and higher education institutions. As per the 2001 census, the literacy rate in the state was 77.27 per cent (male 86.27 per cent and female 67.51 per cent). There are more than 3000 colleges in the state imparting higher education (non agriculture), with a student strength of nearly 32 lakh, University of Mumbai established in 1857 is one among the oldest universities in the country.

3.8 Growth and Development LIS Education in Maharashtra State

The subject of LIS is relatively a younger one compared to those like Chemistry, Physics, Literature, and Philosophy. In Maharashtra it is taught as short-term certificate level to postgraduate research degree level. The universities offering LIS in Maharashtra are:

1. University of Mumbai.
2. SNDT Women’s University, Mumbai.
3. Pune University, Pune.
4. Dr Babasaheb Ambedkar Marathwada University (BAMU), Aurangabad.
5. Rashtrasant Tukdoji Maharaj Nagpur University, Nagpu.
6. Shivaji University, Kolhapur.
7. Sant Gadge Baba Amravati University, Amravati.
8. Swami Ramanand Teerth Marathwada University (SRTMU), Nanded.
9. North Maharashtra University, Jalgaon.
10. Tilak Maharashtra Vidyapeeth, Pune.
11. Bharaati Vidyapith Deemed University, Pune.
12. Yashvantrao Chavan Maharashtra Open University (YCMOU), Nashik.
13. IGNOU Regional Centres.

IGNOU, YCMOU are distance learning open universities. Tilak Maharashtra Vidyapeeth, Pune, conducts courses in vernacular medium. Bharti Vidyapeeth is a deemed university, not covered by Maharashtra University Act.

- **Present Position of Maharashtra State in Library and Information Science Education**

The study of LIS began in Maharashtra in 1944. There are nine universities in Maharashtra that offer library and information science courses. It was first started by University of Mumbai as an evening course in 1944.

It was a Bachelor Degree course leading to B.Lib.Sc. and later in the year 1944, one year master’s degree course was started leading to M.Lib.Sc.

Nagpur University followed the suit starting the course library and information science. It was started in 1956 as two year integrated programme leading to master of library and information science.

It was Pune University to start library and information science. It was started in 1956 only the same year in which it started in Nagpur university.

The Forth University to start library and information science course was the SNDT Women’s University, Mumbai. It was started LIS Department in the year 1961. It was started with a Bachelors Degree of one year duration 1964. Later on the Department introduced one year programme of Masters of Library and Information Science (MLISc) in 1978.
with an intake of 15 students. Two Years Integrated MLISc Course was also introduced in the Department from the 2012 academic session.

Kolhapur university started Bachelor of library and information science in 1966 which was one year course. University also continued with masters degree in 1982.

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, started one year BLISc programme in the year 1969 and one year MLISc programme in the year 1985. Two Years Integrated MLISc Course was also introduced in the Department from the 2002 academic session. Then was followed by almost all universities in Maharashtra. Sant Gadge Baba Amravati University Amravati, started the course 1994, Swami Ramanand Teerth Marathwada University Nanded started in 1999. And North Maharashtra University Jalgaon started UG, PG degree in library and information science in 2000.

The location of nine universities offering Library and Information Science courses in the different Regions of Maharashtra region is shown in a map appended at the end.

Levels of LIS Education In Maharashtra State

The LIS education in Maharashtra State is offered at various levels such as certificate (LTC) diploma, degree, B.A.Lib.Sci., BLISc, MLISc, M.Phil. and Ph.D. These programmes are offered on regular basis as well as through correspondence courses or distance education. Details about the types of courses are as follows.

A Certificate Course LTC

(a) Certificate Course

Certificate courses are mainly conducted by library associations through Government of Maharashtra; however, some departments in
District level are also conducting this course. The duration of the course varies from three months to one academic year.

The courses aim to train the students for semi-professional or junior level jobs after high school or senior secondary education and public library level.

(b) Undergraduate (B.A. Level) Course

However, in some colleges, Library Science is offered as an optional subject at the Bachelor of Arts. For this, the students opt. for Library Science as one of the optional paper, along with other optional papers in social sciences or the humanities. Students passing with this option would be considered at par with other degrees (UGC Model Curriculum Report, 2001).

Postgraduate (PG) Diploma Course PGDLAN

PG courses in some selected LIS areas of specialization are offered at the university level as a one-year course after the PG Diploma of Library and Information Science programme. At present, only few institutions. They are, TATA Institution of Social Sciences, Mumbai PG Diploma in Library Automation and Networking, any other university closed PGDLAN Diploma course.

d) Bachelor of Library and Information Science (BLIS)

This is a one-year degree course conducted by universities after students graduate with a basic degree. However, in some colleges, Library Science is offered as an optional subject at the Bachelor of Arts level. For this, the students opt for Library Science as one of the optional paper, along with other optional papers in social sciences or the humanities. Students passing with this option would be considered at par with other degrees (UGC Model Curriculum Report, 2001, p.97). Bachelor’s degree prepares students for professional positions in college and university libraries or as a
school librarian. At present, 120 Above Indian universities are offering BLIS.

(e) **Master of Library and Information Science (MLIS)**

It is a post-graduate course offered after BLIS. Presently, a total of 9 universities are offering MLIS. 5th of them are offering two-year integrated course directly after BLIS. Many of the universities, which were initially offering BLIS and MLIS courses have now switched over to a two-year integrated course.

(i) **M.Phil. in Library & Information Science**

This is a second step research programme done after MLISc. The basic requirement for admission is similar in all the universities but the duration of the course may vary.

(j) **Ph.D. Programme**

Ph.D. programme can be done after MLISc. Or M.Phil. degree in library science. At present 9 above universities in Maharashtra are providing facilities for the Ph.D. programme. The general qualification for admission is MLISc. However, LIS teachers and librarians in lecturer’s scale are exempted from this requirement.

**LIS Education Initiatives by Government of Maharashtra State**

India’s LIS education system requires a strategic planning, in order to develop a comprehensive LIS curriculum at the national level. The Government of Maharashtra state has encouraged the application of computers and use of communication through various policy decisions. But the role of the Government in LIS education is not satisfactory.

It is the moral duty of government to take initiative in promoting and advancement of LIS. Government should create more opportunities for LIS Professionals. In this way, UGC and Government can be handy to promote the profession of LIS. In fact it’s UGC who has lead with a strategy for LIS,
from forming uniform syllabus to intake criteria, admission process, teaching facilities, facility of practical and laboratory. But unfortunately UGC is not positive towards LIS Education in comparison with other professions like engineering, medical nursing and all. There is greater scope and opportunities available in this area, this has to be understood by UGC and the students learning LIS. Being the highest agency in education field UGC should impartially work for the advancement of the profession.

2. **Curriculum in Library and Information Science**

A very good care should be taken while devising syllabus of LIS. It should be such to meet the target of national and global job market. Although UGC is responsible to prepare a model curriculum (latest-2001), either this is adopted fully/partially or not at all. To the extent possible the curriculum should reflect 50:50 ratio of theory and practical components with clear emphasis on Librarianship and ICT components.

A need based curriculum should include library automation, networking and Internet, Information System and Retrieval, Content development, Digital Library, Design and Development of Library Website, Use and Evaluation of Web Resources, Knowledge Management, e-Publishing, Copy Right and Intellectual Property Right in electronic environment. A required and qualitative curriculum can only designed with help of Educators, Practitioners and Researchers. The syllabus should also be designed in such a manner to benefit the UGC-NET and SLET aspirants. Some of the respondents also made special emphasis on Open Source Software, resource generation/mobilisation, outsourcing, personality development and leadership which may form the part of the syllabus.
REFERENCES


