Chapter 4 Universities and Library Information Science Education - Growth and Development in India

Introduction

Education aim is to the development of any society. University are the most important institution of society foundation for the conservation, formation, and propagation of knowledge. Universities have become complex organizations. In developing country like India, it is expected that universities should produce people committed to the development of nation and its service. Development of Universities in India has remote past.

4.1 University Education in India

In the 1947, Jawaharlal Nehru stated about university, that university stands for tolerance, for humanism, intended for the adventure of idea, used for research and in support of the search of truth.

4.1.1 Establishment of Modern Universities in India

The British rulers start modern universities in India. In 1854, Indian universities be obligated their beginning to the Wood’s Despatch and it has been illustrated as the ‘Magne Carta’. In 1857 three universities were established at Bombay, Calcutta, and Madras in India on the model based on London University. Later on 1882 the Punjab University was started in Lahore.

4.1.2 Indian University Act 1904

In 1902, the Indian Universities Commission was set up to enquire into the dealings of currently established universities and propose appropriate measure to improve higher education quality in India. In 1904, the Indian Universities Act was passed with a specific statutory provision for the universities and colleges to undertake more teaching and research activities and to maintain well-equipped libraries with based on the recommendation of Indian Universities Commission. There were 20 universities in India proceeding to Independence in 1947 and development of universities in the period of slow pace from 1857 to 1947 in India.
4.1.3 Development of universities in India

For the growth and development of a country education plays a key role. The government of India appointed various commissions and committees to formulate suggestion for the reorganisation and development of the standard of higher education system and make it applicable to the changing requirements of the nation after independence. The proposal of some of the prominent commissions and committees are given below

4.1.4 University Education Commission (1948-49)

The Government of India set up the University Education Commission; S. R. Radhakrishnan was chairman, to report on university education and recommend improvements and extension that may be desirable for the present and future needs of the country. The commission reported that democracy depends on a high standards of general, incessant search for new knowledge, unceasing effort to plumb the meaning of life, provision for professional education to satisfy the occupational need of our society are the vital tasks of higher education. The commission strongly suggested for the establishment of the University Grants Commission in India on the basis of an identical body in Great Britain.

4.1.5 University Grants Commission (1956)

In 1956 by an Act of Parliament established the University Grants Commission (UGC) as a statutory body in India which take all the essential evaluation for coordination and promotion of university education. A standard of teaching, examination and research in universities decides and maintain by national, autonomous and advisory body. The UGC directs and formulates the programmes and policies of higher education in India for the improvement of university education, to advise the central and the state governments on the measures necessary and also grants to universities and colleges.

4.1.6 National Policy on Education (NPE) (1986)

The characterises of NPE, the higher education as a critical factor which providing the Indian people with a prospect to reproduce on the essential cultural, economic, moral, social and spiritual issue facing the humanity. Specific information and skilfulness is
added to national development through dissemination. The NPE arrange a sponsorship for the establishment of new ones, for improvement of active libraries, as well as make a provision of library facilities in all educational institutions all over the country.

4.2 Journey of Library and Information science (LIS) education in India

Among the countries imparting India would rank within five nations chronologically, in output and contribution to the development of thought content in LIS education. Melvil Dewey prepared fortunate foundation in the west lot remarkable contributions added, in the east by Dr Ranganathan in the entire field of LIS understanding. Particularly among the developing nations, India has been a pioneer in education and research in LIS and gives a brief description of various aspects of LIS education.

School before Independence

4.2.1 Baroda School

In 1887, by Melvil Dewey in USA, the first ever library school was started. In 1911 at Baroda, WA Bordon began the newly established library system in to give professional library training in India. For working librarians of town libraries was started another training class in 1913. After the departure of Bordon these classes was continued and the existence of in-service training was initiated (now National library) at Calcutta by John Macfarlan, the first librarian of the Imperial Library. This training programme was started for the staff of other libraries and to non-librarians those who dealing in books and other documents. This training programme carried the library development. During the library training programme the trainees understand the functions and skills acquired in library work which was very useful in library work. Borden also started a five months short term summer training programme².

4.2.2 Punjab University

Asa Don Dickenson, American librarian was stared the first university course in India which was a more systematic training programme at Punjab University, Lahore and prepared a manual ‘Punjab Library Primer’ for the use of students. Towards the development of LIS education, Labhu Ram revised the course on the basis of Mr. Dickenson’s disciple and mention foreign language, linguistic survey of India, sources
of provincial history of India etc. With the modification and revisions time to time this course continued till 1947³.

4.3 Development of LIS & contributions of Library Associations in LIS Education

Table No. 4.1 Development of LIS & contributions of Library Associations in LIS Education

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>Contributor</th>
<th>Development</th>
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</thead>
<tbody>
<tr>
<td>1914</td>
<td>Andhra Desa</td>
<td>Andhra Desa library association</td>
<td>‘Peoples movement’ it was common man who took lead in the establishment of the libraries and reading room.</td>
</tr>
<tr>
<td>1920</td>
<td>Andhra Desa</td>
<td>Andhra Desa library association</td>
<td>‘training classes’ for the library workers</td>
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<tr>
<td>1920</td>
<td>Madras</td>
<td>Dewan of Mysore, M.Vishweswarayya</td>
<td>Started course for the training of librarians</td>
</tr>
<tr>
<td>1928</td>
<td>Madras</td>
<td>Madras Library Association (MLA)</td>
<td>Organised a regular certificate course in library science</td>
</tr>
<tr>
<td>1928 &amp; 1930</td>
<td>Madras</td>
<td>Madras Library Association (MLA)</td>
<td>‘Summer School’ for college librarians and lecturers in change of college</td>
</tr>
<tr>
<td>1935</td>
<td>Andhra</td>
<td>Andhra University</td>
<td>Started Certificate course</td>
</tr>
<tr>
<td>1970</td>
<td>Andhra</td>
<td>Andhra University</td>
<td>Started B Lib</td>
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### 4.3.1 Postgraduate Diploma Courses

**University of Madras**

In 1936 the University of Madras librarian, S R Ranganathan with the experience in conducting the certificate course, proposed and introduced a postgraduate degree course in library science. This was not accepted then on the view that “the subject is not a discipline of sufficient calibre for which the university can give a degree” but impervious Ranganathan could succeed in convincing then authorities in the authorities a one year postgraduate diploma course in place of the certificate course of three months duration.

**Banaras Hindu University and Bombay University**

Next to Madras University a post-graduate diploma course was started at Banaras Hindu University in 1942 and in 1943 Bombay University was also stared similar diploma course.

### 4.3.2 School after Independence

**Delhi University**

University of Delhi Vice chancellor was invited Dr. S. Ranganathan to organise a Dept. of Library Science. The Department was started in 1947 to conduct Post-Graduate Diploma in Library Science. Dr. Ranganathan worked as Hon. Professor at the University during 1947-1955.

**First Degree Course**
The University of Delhi instituted the first post-diploma degree course in 1948. In 1949 the structure was changed. The programme of Master of Library Science was introduced as a two course with the first year leading to Post-Graduate Diploma in Library Science.

**Government of India’s in service training course**

The government of India Libraries Association approached the Union Government to start an in-service training course for the staff working in various government organisations to meet the shortage of qualified librarian. According, a training course was started in 1953. This course was recognised as equivalent the university diploma course.

**Institute of Library Science**

An Institution of Library Science was established at the University of Delhi with a grant from the Union Ministry of Education to train public librarians and to prepare teaching aids and materials. In 1964, institute was closed down and the staff was got merged with the University Dept. of Library Science.

**Diploma to Degree**

The full time one year Diploma course was conducted to degree course (B. Lib. Sc.) in 1960 by Madras University. By mid-1960s many other universities has fallen in line with University of Madras and the recommendation of Review Committee Report of UGC.

**Polytechnic Diploma Courses**

The government Polytechnics for women at Ambala, Bangalore, Chandigarh, Delhi, Jullundur and Rourkela started post-matric Diploma course of two year duration in late 1960s.

**DRTC courses**

Dr. Ranganathan started Documentation Research and Training Centre at Bangalore in 1962 under the auspices of Indian Statistical Institute (ISI) Calcutta. Its training course was of 14 months duration.
INSDOC courses

INSDOC conducted a short-term course for Asian documentalists in 1963. Later in 1964, ‘Documentation and Reprography’ one year postgraduate course was started which leading to ‘Associateship in Documentation and Reprography”. Now it is called “Course in Information science”.

Present University Courses

Now several courses in LIS are offered and the learner have a wide options. From a three months Certificate Course to two years diploma courses are existing to create Para-professionals. Most of the universities conducting LIS course are also offered the degree programmes like Bachelors, Masters, MPhil and PhD. At the Masters Degree level, there are two courses offering one year MLISc or a two year integrated MLISc programme. in addition to these an optional subject to inculcate professional knowledge with college level itself is also offered. The UGC report of the CDC gives more details on the structure of these categories.

Distance Education in LIS

Besides the formal education programmes in LIS India also distance education programmes are offered. Nearly 52 universities are offering distance education programme in LIS for example Indira Gandhi National Open University (IGNOU) are providing this facility and conducted Bachelors, Masters, and Postmasters degree and doctoral programmes in LIS rough distance education mode. The course materials are also available audio-video form.

4.4 University Library

Initially a university library was considered as a storehouse of reading materials and collected for the purpose of preservation. However, significant changes have place in the outlook of university administrators, research scholars, teachers and students. They have started realizing the role a university library as an active force in teaching and research. It is being considered as an integral part of the university. It is beginning to be recognized as an important component of a university set-up. Even at this stage, in many cases the authorities have not defined clearly the role of a librarian. This
could be due to the fact that social objectives of academic institutions are in a state of instability.

4.4.1 Functions

A university is hypothetically performed on conservation of knowledge and ideas, teaching, research, publication, extension and service and interpretation.

Teaching is done at different levels extending to post-graduate and professional levels. In some of the universities, undergraduate teaching is the responsibility of colleges.

The greater emphasis on research function distinguishes a university from a college.

Through the publication programme, a university aims to disseminate the results of investigation.

Universities are an integral part of the society. Therefore, these have a social obligation to solve social, economic and political problems. University research facilities are being increasingly used towards this aim. Besides, universities are also providing extension lecture, correspondence course, radio talks, public lectures, T.V. programmes, adult education programmes etc. Thus universities are contributing towards education of individuals and society in general.

The teachers and researchers in universities make a constant effort to interpret the results of their investigation to society in different ways.

A university library exists to serve the objectives of university system is a part of. This set up. In other word, a university library should reflect the character of the university.

According to Wilson and Tauber, “The well-administered university library directs its activities towards the fulfilment of these functions. By accumulating and organizing books, manuscripts, journals, and other materials the university library serves as an invaluable aid in the conservation of knowledge and ideas and as an active force in the teaching, research, and extension programmes of the university. Through direct assistance to the members of the faculty and research staff and through the service of members of the library staff as instructional officers, the university library participates
in the interpretative function of the university. Through its many bibliographical and other reference services the library aids individuals of the instructional and research staff who are engaged in the preparation of materials for publication” (Ibid, p.25)

A librarian in a university is supposed to perform a variety of functions. However, the profession is not in full agreement as to what should be the functions of a librarian at different levels. The reason being that at present the job description has not been linked with the professional status.

The functions carried out by a librarian an include as Book selection; Classification; Cataloguing; Reference and information services; Library orientation and bibliographic instruction; Readers advisory service; Administration and management, consultancy service; conduct of research

These functions may be divided into the following categories:

- Teaching functions
- Research functions
- Administration functions and other functions

**4.4.2 Staff:** a librarian is expected to posses’ high academic and professional qualifications suitable to the nature of work and function. They must have a master’s degree in a discipline other than LIS. A higher degree in LIS should prove to be an asset to senior positions. University and deputy librarians should possess higher degrees in LIS such as M.Phil and Ph.D.

**Research function of Staff:** research has become an important part of human activity. In research, there is emphasis on search or inquiry after, or for, something involving scientific investigation the functions performed by a librarian aim to provide documents required by the users. Some of these functions involve scientific approach. Areas such as book selection, classification, cataloguing, indexing, documentation/bibliographical services and scientific management can be considered partly as research function. These may involve evolving new techniques, designing of schedules, finding solution to problems etc. The term research has seen used in a broader sense. These are the areas having a major academic content because these
have a strong intellectual foundation. Librarians can possibly do a great deal of creative work in these fields.

Book selection requires the ability to judge the quality of books. In addition, one should have knowledge of the book trade, subject, book selection tools, and users etc. Classification of documents is an intellectual job, which is concerned with subject analysis of the documents. Similarly cataloguing involves a great deal of intellectual effort. Documentation/ bibliographical services are important functions performed by librarians. A meticulously complied bibliography/ documentation list can prove to be a work scholarship. Large libraries such as university libraries have become complex organizations requiring staff with management expertise. In order to deal with large amount of human and financial resources, senior members of the staff are required to develop managerial skills. This may also need the application of techniques such as operation research, systematic analysis, such other scientific approaches. In a way the applications of scientific management can be considered a research function in the broader sense.

Administration and management function: Administration and management is an important function. A part of it would consist of repetitive jobs requiring vocational skill. Now days such jobs are being passed on to machines. A part of scientific management can be regarded as a research function.

Other function- if we expect the profession to grow, then senior librarian must get involved in consultancy work, committee work etc. LIS has become highly specialized, requiring specialized knowledge. It is through consultancy service, that such knowledge can be obtained and put to proper utilization. Committee work is becoming more important due to a trend towards democratic process in decision making.

In view of the function performed and high qualifications possessed by the library staff, a case should be put forward for getting them designated as a separate faculty called library faculty. The aim being that the librarians should be able to the achieve many of the rights given to academic faculty. For instance, this would enable them to be represented on the academic bodies of the university as a matter of practice. They may also be governed by the same rules for leave, promotion, etc. However, this would require that the Librarians’ posses the academic qualifications at par with those
laid down for the teachers. In addition, the librarians must undertake serious research and get their contributions published as a part of their regular duties.

4.4.3 Collection:

**Importance:** building a library collection to meet the needs of teachers, students and research scholars adequately is the major task of a university library. The quality of services provided and the satisfaction of the user depend a great deal upon the kind of collections made available. Thus the materials need to be selected with utmost care to include a large collection of indexing and abstracting service, bibliographies, subject encyclopaedia, literature surveys, progress reviews and extensive selection of newly published works and periodicals made available as soon as published.

**Quality** - the quality of the collection is a factor extremely difficult to define and measure. The most used method to measure quality is to use frequency of citations to determine the most used items like journals and reference books in a specified field. The most used items discovered are thus considered to be the most valuable ones.

**Size of collection** - the size will depend on the resources made available to the library and to some extent upon the existence of other libraries in the area. It will also depend on the area. It will also depend on the number of users and the areas of specialisation covered by a particular library. The question arises, what should be the size of the collection of a university library?

The suggestion by Clapp and Jordan “24,500 volumes for each field for which real research at the doctoral level is involved” is meant for research of a very high standard. However, it is a reasons able suggestion. It may be noted that for areas like international relations, which require an interdisciplinary approach, a higher requirement will have to be set.

Danton does not regard a university collection of half a million volumes sufficient for “great research” which leads to the pushing back of the “frontiers of knowledge”. This is a very high standard. Very few university libraries in India possess even half a million volume. Therefore, according to Danton, we cannot expect “great research” coming from these university libraries. Perhaps he is right to some extent. After all if
the basic collection and the collection in a particular field of a university library are not strong enough, then naturally “great research” cannot flow out of such a collection, even through the total stock of the library may not be less than half a million.

White favours “completeness” of a collection in the area in which the scholar is unhanded. Theoretically it is all right, but practically it is a utopian concept. Even the American libraries have given it up. It is better given up than attempted.

All the estimates discussed above do not take into consideration the collections of the research libraries. This calls for resource sharing on an extensive scale.

There was a time when university libraries could go on expanding endlessly without an upper limit to its collection. Now the concept of resource sharing has come into being. It means real cooperation at different level to maximize the exploitation of resources and also avoidance of unnecessary duplication. The concept extends to different aspects of librarianship such as cataloguing, classification, reference and information service, acquisition etc. Now it is possible to fix an upper limit for a university library.

**Objective of the collection** - to build dynamic and capable collection which meet the changing needs and demands of the present and the future. It is unrealistic to suppose that unlimited funds will be available to most libraries for extensive acquisition over a whole range of subjects. The following can be laid down:

1. To support the research activities of members by acquiring research materials in anticipation and on demand promptly.
2. To build up the collection in depth at a comprehensive level in the area of specific interest or specialization.
3. To provide not only in the areas of immediate concern, but also in areas of growing importance within the scope of the broader objectives.
4. To meet the highest standards, the collection should be comparable with the best libraries in the world. This is a worthy goal, though difficult to achieve.

As unlimited funds will not be available, it becomes essential for the successful achievement of the objectives that the proposed research project should be carefully examined in terms of the implications for the library. Before a research scholar is
permitted to register for his PhD the university librarian should be asked to give a certificate to the effect that material on the selected topic is available or can be procured by the library.

**Book selection Policy**- in order to fulfil the objective it becomes essential to lay down a sound book selection policy. Fussler has rightly observed that “the extent to which a library fails to recognise the kinds of policies which it is following may possibly be a measure of the potential inadequacies of its collection over a long period of time.” Although the library may have sufficient funds to meet the variety of demands of its users, laying down of a policy is a must to provide the most satisfactory results and thus fulfil the needs of the users effectively.

Danton has indicated certain matters which should be considered when policies are being laid down by the university authorities. These are applicable to other types of research libraries as well.

The policy should include answer to the following questions: what are the specific objectives of the collection? Who should set up and carry out the book selection policy? Who should select the material? Who should be the final authority for the approval of selected items? What should be the basis of allotment of funds to different areas and who should be the final authority in this matter, what should be the criteria for the selection of different kinds of materials including the ones received through an exchange or as a gift? What are the specific and allied areas of interest? What are the priorities in the acquisition of materials? What should be weeded out?

The policy should cover the broad outlines and the details should be left to the chief librarian.

**What should be selected?**- the collection should be a live, balanced, and up to date one with regard to subject context and the kind of materials, and the areas of specialisation and special interest should be covered in depth.

Here are some suggestions regarding the kind of materials to be selected:

1. Standing orders of publications brought out by institutions, associations, political parties, organisations, libraries specializing in the field of specialization. e.g. if the area of specialization is international relations, royal
Institute of International Affairs, Council on Foreign Relations (USA), Departments of International Relations, of various universities, foreign affairs ministries of different governments, international organisations and national research bodies in the same field may be considered for standing order. In case of the publications brought out by the United Nations and its specialized agencies, the library will have to acquire materials on a selective basis.

2. The authoritative list of book, periodicals and other kind of materials coming out in the form of bibliographies, catalogues of libraries, association list etc. can be highly useful.

3. Each item selected must be evaluated on its merits and related to the kind of user who will benefit from it.

**Criteria for evaluation of documents**- the authority, scope, treatment, recentness and kind of reader for whom the work would be useful, are important factors to be taken into consideration. One should look for reliability, abundance of information and an unbiased viewpoint. In the ultimate analysis, the soundness of the judgement of the selector in being able to match the work in hand and the requirements of the users, is a deciding factor. One should be able to anticipate present and future demands to be able to match the work successfully. There is no easy way out as each document has to be selected on its own merits. One should indicate the order of priority as this will help the ordering librarian to adjust the money available in relation to requirements for materials.

**Who should decide policy?** - The library committee should be the authority. It should include the librarian, the literature specialist of the library and representatives of the teachers and researchers. While laying down policy, it should be kept in mind that the librarian must know the holdings of the local libraries, especially neighbouring libraries. To avoid purchasing materials, which can be borrowed from them? Once the policy has been decided, it should be the duty of the chief librarian to carry it out faithfully. If need arises, the policy should be revised in the light of the changing requirements.

**Who should select?** – This is a controversial topic. It may be asked, should it be the responsibility of the teacher or the librarian, or jointly of both? The professor or subject specialist is likely to be an expert in his field. If complete responsibility is
given to him, he is most likely to build the collection on his narrow field of specialisation without taking any interest in other fields. A professor’s approach would be to cater to individual and immediate needs rather than to long range of needs or future ones. Moreover the professor may neglect book selection when away on an assignment or a vacation. During this period, he would away and unable to devote attention to the job of selection. As a result, the collection will become incomplete. Experience is also shows that very few teachers in a university set-up have the time and inclination to take up the full responsibility to build up library collection in the area of their specialization.

Responsibility for many aspect of book selection should rest on the library staff, because only they are fully conversant with all the aspects of the library’s collection and also because of range of materials from which selection must be made is wide. It is essential that there must be some central selection organisation in the library itself, which can refer difficult or boarder line cases to members of the academic staff. A library in the course of a year will receive hundreds of catalogues, circulation, accession list etc. which only a library staff can bring to the attention of scholar. A scholar is usually an expert in the bibliography of his own field and knows a good deal about current and forthcoming publications. But he may forget or be absent-minded about making recommendation to the library. He has no general responsibility for the library as a whole and has a personal concern in a narrow field. It may be added, “The individual scholar can therefore contribute much to book selection; but reliance on his judgement is not enough; there must also be continuity in policy and bibliographical expertise of a more general kind”

This is a sound piece of advice based on experience. As regards their own needs, responsibility must rest with the academic staff. But in this also they need the professional help of the library staff to ensure that the field is surveyed systematically, and the orders are submitted quickly and dispatched promptly.

The university library must develop subject bibliographers who should be professional librarians, specialists in literature, interested in developing the collection in respective broad areas under the coordination of the chief librarian. They must be given the responsibility to develop sound collections. The person to be trained for the purpose should aim at, specializing in a given field and build up the collections in
those fields, talking over this function from the faculty. But they must prove that they are superior or as good as any teacher in their knowledge about literature and language in that area of study, knowledge about trade practices and bibliographical tools. Basically, librarian should aim at becoming literature specialists but not subject specialists. The documentation officers employed in several universities in India should have been used for this purpose.

Book selection should be regarded as a joint responsibility. The overall responsibility should lie with the librarian, aided by subject specialists, but in areas like reference works or general works, the library staffs is better equipped to carry out the responsibility. In other areas the library staff must exercise its influence to restrain other from making unwise selection and to keep within the financial allotment.

4.4.4 Indian Universities- the Indian universities libraries have developed steadily but have not come up to the expectation. Generally speaking they have not succeeded in building sound library collection due to an indifferent approach to selection and procurement of documents. An additional reason is the lack of sufficient funds. However, there are a number of university libraries, which have succeeded in building up fine collections in certain specialized areas of study and research.

Services- the nature and efficiency of services provided vary from library to library. The intensive services made available by some of the special libraries centres cannot be provided by university libraries over a whole range of interests without great increase in number of professionals. However, with the coming of computer, university libraries are provide services over a wide range of areas, which were not possible previously.

The services to be provided by a university library are Lending service, library orientation and bibliographic instruction, provision of general and specific information, assistance in the location of documents or use of library catalogue or understanding of reference books etc., literature search, readers’ advisory service, selection dissemination of information, compilation of bibliographies, preparation of indexing and abstracting services, list of additions, reservation of documents, interlibrary loan, holding of library exhibitions including display of new additions to the library, maintenance of clipping, maintenance of vertical files containing pamphlets like prospectuses, reports, reprographic service, translation service etc.
4.5 Library Science in Indian Universities (1965)

There was no written document laying down certain norms and prescribed standards or projecting a policy, etc., till 1958. A policy on library science education was partially covered by the UGC libraries Committee headed by Dr. Ranganathan in 1957. In 1961 UGC was appointed a review committee on library science under the chairmanship of Dr. Ranganathan. This committee in its report placed for the first time in the country a detailed pattern for library and information science education. This committee report was published in 1965 under the title Library Science in Indian Universities by the UGC.

**Report Description:** It gave a brief historical account of library science education in India. It acknowledged the following problems with library science education in 1960s:

i. No assessment of the value of training programmes was made till then. There is no uniformity with regard to admission qualification, scope of practical training, quality of teachers, etc.

ii. The quality of entrants to the schools was poor.

iii. Teaching in most of the school was conducted by part-time staff drawn from the University library.

iv. Certificate course was being conducted in certain universities along with high level courses.

v. Need for more intensified research.

The committees laid-down the following three-fold functions for a department of Library science:

i. To train professional librarians

ii. To prepare the holders of B. Lib. Sc. degree for the additional course leading to the degree of M. Lib. Sc. and

iii. To engage in research and to train the professionally qualified staff to do research
4.5.1 UGC Panel on Library and Information Science (1979): On May 15-30, 1973 and Oct 3-8, 1977 the department of University of Delhi organised two national seminars with the financial support of UGC on themes mention below:

i. All India workshop on Methods of teaching and Evaluation in Library Science  
ii. All India Seminars on LIS Education in India.

The recommendations of these programmes along with the proposed syllabi for various courses were discussed by the Panel on LIS of UGC at its meeting held from 17-18 December 1979. The Panel made a number of recommendations.

i. Start two year integrated programme on experimental basis  
ii. Independent status to the Dept. of LIS  
iii. Change in the organization of the Department  
iv. Promotion of Research

4.5.2 National policy for LIS Education (1983)

Under the sponsorship of UGC an All India Seminar on ‘National Policy for LIS Education’ was organised by the Dept. of LIS, Nagpur from 23-26, September 1983 in collaboration with Indian Association of Teachers of LIS (IATLIS). This seminar discussed in detail the need for a national policy; levels of training and agencies that should handle; bibliographic organisation and control in LIS; policy for research and training; and monitoring, evaluation and standardisation.

Contribution of National Policy on Library and Information System

✓ In 1985, the Raja Rammohun Roy Library Foundation and (RRRLF) and Indian Library Association (ILA) brought out separate drafted on national library and information policy upon LIS education.

✓ In 1985, by government of India, Ministry of Human Resource Development set up a committee under the chairmanship of prof. Chattopadhyaya D.P. with Dr. Barua B.P. as the Member- Secretary on National Policy on Library System (CONPOLIS). After a series of seminars, synopsis and meetings, the Committee submitted to Government its report entitled “National Policy on LIS System – A Presentation” in which main recommendations are LIS education have to maintain the high standards and that have been reached and
improve their quality; the national need of furthering higher education and research in LIS may be undertaken by National Centre to be established for the purpose; the government of India should recognize the need for the creation of an All India Library Service and implement the plan when possible.

4.5.3 National Policy on University Libraries (1986)
According to the National policy planned by the Association of Indian Universities (AIU) on university Libraries the purpose of the university libraries are:

- To maintain the teaching and research programme of university
- To expand collection by obtaining essential reading materials to meet the current and upcoming needs of its users.
- To arrange its collections, processes and services so as to make available for the reading materials and information needs of its users in expectation and on demand.
- Networking and resource sharing along with university libraries should be practiced by each institution towards use of all resource.
- To introduce technological innovation like computer etc. to facilitate users to get rapid service.
- To grant facilities like reprography, inter library loan, translation and documentation to assist users.
- To promote library user education related to technological innovation so that the academic librarian will no longer remain a craftsman but serves educationalists through technological mean.
- To get adequate financing, staff, strong and other facilities for achieving the above goals.
- Maximize effectiveness of services with reference to input or expenditure so as to make library services cost effective.

4.5.4 Committee on National Networks System for Universities or Libraries (1988)
The UGC put-up a committee on National Network System under the Chairmanship of Prof. Yashpal, the then Chairman of the UGC in 1988 advised
ways for networking of the UGC information centres, Research and Development institutions, universities, institutions of national importance, libraries and information centres’ in universities and colleges. This committee represents a working group, INFLEBNET in the country during the Eighth Five Year Plan (1990-95) period which prepared a project report for the establishment and development of an information and Library Network. The most important objectives of the INFLIBNET are:

- To progress a national network, interconnecting various libraries and information centers in UGC information centers, institutions of national importance and R& D Institution, universities, deemed universities, college etc. in the nation for well-organized sharing of information resources accessible with them and to progress capability of information handing and services.
- To give right to use to document collection in various libraries in India.
- To offer superior access to worldwide bibliographic information sources.
- To provide document deliverance service by establishing resource centre libraries having well-off collections.
- To optimize information resource utilization through various supportive activities.
- To implement computerization of library operations and service.
- To facilitate academic communication amongst academic, research and student community.
- To generate database of projects, institutions and experts for providing online information service.
- To educate and develop human resources in the area of computerised library operations and networking to successfully contribute in the establishment and expected operations of INFLIBNET.

4.5.5 LIS - Curriculum Development Committee (1990-1993)

The UGC make the move the system of reformation of course during the Seventh plan to make education related to the requirements of the community. In 1986 a number of Curriculum Development Centres were set up to review the existing syllabi and to propose measures for modernising unit model courses. In March 1989, Curriculum Development Centres were in function and model Curriculum of 20 disciplines were developed. Efforts were made to make education socially
pertinent and meaningful allowing for modern trends in development of each discipline. Many universities and college have implemented newly structured courses.

The university library is an essential component of the institution. It plays a very important role for the assistance of students, teachers, researches, and whose interest in higher education. The most important the university library is serving efficiently the participants in the instructional programme. University library activities towards the fulfilment of the objectives are serving research publication, interpretation of research, conservation of knowledge and ideas. Library is present not just to help the instruction functions at the university but also for a good deal in the give support to of research, which is another major function of a university. A library therefore execute various of functions by way of helping students with textbooks, reference book and periodicals, by providing a large number of bibliographical tools and up to date literature on every subject for students, teachers and researchers worker as well as by maintaining an efficient reference and information service. A university library services as a vital link in the chain between research and practice. It acts as the centre of all academic activities of the universities. It remains more than a library - a laboratory and a workshop. It is the core of a university. The standard of a university, the quality of instruction provided by it can be gauged by the quality of its library services to readers.

N.N. Gidonwani observed that the quality of a university and university library should have a correlation in its structure, organisation and objects. He further stated that there is a close correlation between the nature of a university library and the quality of a university. If the faculty be compared to the brain of a university, its library would than look like a healthy heart circulating the life blood of learning through the arteries of the whole university body. Thus find that for the successful operation of a university, library coordination between the faculty of the university, teaching and research, is a must.

4.6 Contribution of LIS Education in Maharashtra Universities

In Maharashtra it is taught as short-term certificate level, conduct BLIS and MLIS courses separately of one year duration each, combined course of two years duration leading to master’s degree in LIS upto postgraduate research degree level i.e. M.Phil and Ph D. Many universities all over Maharashtra has offer these courses
<table>
<thead>
<tr>
<th>Name of the university</th>
<th>Year of establishment</th>
<th>Year of establishment of the department of LIS</th>
<th>Courses offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Mumbai</td>
<td>1857</td>
<td>1944</td>
<td>BLIS and MLIS courses separately of one year duration each</td>
</tr>
<tr>
<td>SNDT Women’s University, Mumbai</td>
<td>1916</td>
<td>1961</td>
<td>Integrated, combined course of two years duration leading to master’s degree in LIS (started from 2013-14)</td>
</tr>
<tr>
<td>University of Pune, Pune</td>
<td>1948</td>
<td>1958</td>
<td>Integrated, combined course of two years duration leading to master’s degree in LIS</td>
</tr>
<tr>
<td>Dr. Babasaheb Ambedkar Marathwada University (BAMU), Aurangabad</td>
<td>1958</td>
<td>1968</td>
<td>Integrated, combined course of two years duration leading to master’s degree in LIS</td>
</tr>
<tr>
<td>Rashtrasant Tukdoji Maharaj (RTM) Nagpur University</td>
<td>1923</td>
<td>1956</td>
<td>Integrated, combined course of two years duration leading to master’s degree in LIS</td>
</tr>
<tr>
<td>Shivaji University, Kolhapur</td>
<td>1962</td>
<td>1965</td>
<td>BLIS and MLIS courses separately of one year duration each</td>
</tr>
<tr>
<td>Institution</td>
<td>Start Year</td>
<td>End Year</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sant Gadge Baba Amravati University</td>
<td>1983</td>
<td>1990</td>
<td>Integrated, combined course of two years duration leading to master’s degree in LIS</td>
</tr>
<tr>
<td>Swami Ram, Teerth Marathwada University (SRTMU), Nanded</td>
<td>1994</td>
<td>1999</td>
<td>Conducting only MLIS course</td>
</tr>
<tr>
<td>North Maharashtra University, Jalgaon</td>
<td>1989</td>
<td>2000</td>
<td>Integrated, combined course of two years duration leading to master’s degree in LIS</td>
</tr>
</tbody>
</table>

Distance Learning and Open Universities are Bharati Vidyapith Deemed University, Pune; Yashvantrao Chavan Maharashtra Open University (YCMOU), Nashik and Indira Gandhi Natioanal Open University (IGNOU) Regional Centres offering LIS education.

**4.6 Contribution of LIS Education in Maharashtra University**

**4.6.1 Tilak Maharashtra Vidhyapeeth, Pune- University Library**

The Library is well thought-out as an essential part in the academic activities of the Vidhyapeeth. It has a collection of more than 80,000 books 234 periodicals (National & International) in subjects including Social Sciences, Sanskrit Literature, Philosophy, Religion, Indology, Ayurveda, Management, Biotechnology, Education, Library Science, and Engineering etc. The Library provides services to all the users of this Vidyapeeth and it has a rich collection of 2000 Rare Books and Manuscripts. It is the special feature of this library. Setu Madhavrao Pagdi Collection, Manuscripts Collection of Gokhale V.V. Collection of Tibetan Manuscripts, Pandit Babrekar Shastri, Prof. Kashikar C.G. Collection, Prof. Kulkarni A.R. Collection, Kesari Collection, Mone C.V. Collection and Kelkar P.R. Collection of well known learned and Sanskrit's scholars have donated their personal collections to the library it would definitely help out in enhancing the knowledge of learners and researchers. With SLIM 21 software & INFLIBNET services provide computerized services.
The library is located on two floors. Stack room is on the first floor and other sections like Circulation with Reading hall, Periodicals section & Internet facility is on the second floor.

**The library provides services like**

- Circulation of books & periodicals,
- Web Open Access is easily reached to the users for Current Awareness Service.
- Reprographic facilities are available in the library.
- The new arrivals are displayed at the circulation counter.

The users can have an access to BCL, MCCIA etc. by the Inter Library Loan facility.

4.6.2 SNDT University Library, Mumbai

To empowerment of women by providing resources & services with ICTs those are essential to teaching, learning, research and creation of knowledge systems is the mission of SNDT Women’s University. University library has collection of books, monographs, journals, newspapers in English, Hindi, Marathi, Gujarathi and Sanskrit languages on social sciences, Gadhiana, women’s studies, arts, literature, education etc. University library users can access e-resources and databases under UGC INFONET Trial access on various subjects.

4.6.3 Shivaji University

In the Southern Maharashtra, Shivaji University is one of the leading university libraries. The library has printed documents over 2.9 lakhs and over 283 national and international journals are subscribes, Library has access to over 5000+ electronic journals and few electronic databases under which membership of UGC/INFONET Digital Library consortium of INFLIBNET and for inter-library loan arrangement library has established contacts with universities, national and international organizations.

On 24 October, 1981, University Library was named after the prince from Kagal, Maharashtra, India Late Barr. Balasaheb Khardekar who was an eminent educationist, a lover of English Literature, a true sportsman, a notable democrat, the Member of the Parliament, and a disciplinarian to the core.

The library has a specious reading hall with core text books available for consultation with 375 seating capacity within 6.00 a.m. to 12.00 am midnight. **Reading hall facility is available for special members such as PG students of the University,**
M.Phil./Ph.D./ NET/SET, and Competitive examination students. Library has a special feature of Study Centre which provides reading facilities to affiliated college undergraduate students in Kolhapur city and Post-Graduate students in the University Departments as per the guidelines of UGC and State Government. A separate Aeroplane shaped building as a study centre is situated in University Campus with more than 13000 books and periodicals. The seating capacity of the study centre is 200.

There are numerous Internet resources links to get access to websites, archives of working papers or journal articles, e-print etc. and library has access through UGC/INFONET E-Journals Consortium of INFLIBNET.

4.6.4 Dr. Babasaheb Ambedkar Marathwada University (BAMU), Central Library

BAMU, Central Library provides home lending, book reservation facility, documentation service, reprographic service, and internet facility and reference services. Library has more than 3.5 laks books and Handwritten Mahabharat, Bhagwad Gita, it has special collection of Manuscripts 214 written by Raje Shamraj Rai Rayan Rajwant Bahadur, and 110 on Rubaiyat of Omar Khayyam, more than 2000 manuscript is kept in the Marathi and history departments. Library has Rare collection books published in India as early as 1638, 1665 and 1681. More than 100 illustrate deluxe editions of the Rubaiyat of Omar Khayyam, translations and critical studies on the Bhagavad-Gita, 380 vol. consisting of texts, commentaries. Authoritative works connected with art such as the paintings of John Griffiths in the Buddhist caves Temples of Ajanta and the original works of Lokmanya Tilak in his own hand writing written and book written by John Milton. INFLIBNET’s SOUL software is used in the library to develop books, theses databases. Library has separate sections such as Acquisition Section, Technical Section, Circulation Section, Periodicals Section, Reference Section, Binding and Internet Laboratory.

4.6.5 University Pune, Jayakar Library

Library has more than 5 lakhs printed document collection including Books, Periodicals, Manuscripts, Maps, Theses & Dissertations and Non Book materials, subscribed more than 250 periodicals and manuscripts in Marathi, Sanskrit, Hindi and
other languages. Library provides services like Book lending, Extended reading room availability, Reprography, Reference Services and Inter Library Loan, Internet Searching, Access to online journals under UGC-INFLIBNET program.

4.6.6 Rashtrasant Tukadoji Maharaj, Nagpur University Library.

The University library was established in 1923, it has a separate main library and a Campus Library. The Main University Library’s foundation stone of the building was laid on the 29th March 1954. The building was designed to have two floors with a total floor area of 57,480 sq. ft. and to provide a stacking capacity in 4 tiers to hold approximately 3, 50,000 volumes and the University Library shifted to its new premises in July 1957. On 5th December 1978, the Campus University Library building was constructed from U.G.C. fund and inaugurated. On its establishment, the collection of the PGTD has been transferred to the Campus Library. Books for the Campus Library are procured through University Main Library. A large number of volumes and the Manuscript section of University Library were transferred to the Campus Library. In addition to this there are a variety of Departmental libraries and the University Main Library obtains books for both the Campus and Departmental Libraries.

University libraries all housekeeping activities are automated. V-SAT services freely available. Library has more than 4 lakhs printed documents and online/offline databases, 189 educational video cassettes on diverse subjects selected from UGC’s Country-wide Class Room and IGNOU’s programs were acquired by the library.

The University library is providing Issues & Return, Inter Library Loan, Access to current issues and back volumes of periodicals, Access to Manuscripts and rare books, Reference and information service, Audio-Video Unit, Reading Room facility, Document Supply Service, Bibliographical Service, On-Line Public Access Catalogue, Web OPAC, Internet & Email Services, Exhibition of New arrival of books and journals, Photocopying for user of the university registered members, the total number of manuscripts stands at 14313 and career literature and guides for various competitive examinations at university main library for the users.
4.6.7 Mumbai University Library: The University of Mumbai (Bombay) was established in 1857. Library has collection of approx. 7 lakh Books, periodicals, manuscripts of 7500 Sanskrit manuscripts, 1376 Persian, Urdu and Arabic and microforms and dissertation and thesis.

Library has acquired many prominent special collections e.g. Sir Jamshedjee Jeejeebhoy (1826-1876) and Serene Maneckjee Cursetjee (1857-1939) personal records and diaries; Newspaper clippings from Ashana Irabatti collection, Baburao Patel and person like A.K. Priolkar, Patkar, M.M.P.Y.Kane, Dr. B. Ambedkar donated their entire collection to the university and it is kept in the library.

Services: Library gives the reading facilities to all postgraduate students, Faculty members, researchers of the University whether registered in the University itself also get borrowing facilities. Library also provides monthly list of new additions to the library, books on Inter-Library Loan, periodicals contents pages service, monthly update on Human Rights, photocopying service, reference service, referral service, CD-ROM search and Internet Search services.

4.7 Conclusion

The LIS education in India has a unique profile, it is observable that it holds a special position in the development of a society from the fact that rulers took keen interest and are responsible for the origin of this education in the country. This chapter shows the milestone achievements of Indian education, LIS education, and role of national policy, involvement of various committees in the growth and development upto LIS educations maturity level and brief information of University libraries in Maharashtra.

Our educational system under great strain and stress. A university library being an integral part of the university is equally affected. University libraries have to cope not only with the increasing number of users, but also with the users from newer fields of study, teaching and research. The interdisciplinary approach is many of these fields have added an additional dimension to the situation. The university libraries are hopefully expected to respond meaningfully to changing needs. it is being frequently said that university libraries are facing a situation of crisis due to a number of factors such as explosion of literature, price rise, increase in the number of users etc. this calls for efficient management of resources (Men, materials, money and time). It is
essential to adopt scientific management. The present situation of crisis provides a tremendous scope for innovation and experimentation. Experience shows that human being bring their best in a state of crisis. The fast changing library environment should be considered as a fertile ground for experimentation with new ideas, leading to a solution of many problems. Here lies the challenge which must be accepted by the professionals.