CHAPTER SIX

NATIONAL POLICY FOR LIBRARY AND
INFORMATION SCIENCE EDUCATION IN INDIA
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INFORMATION SCIENCE EDUCATION IN INDIA

In the following lines an attempt would be made to provide the trends or changing scene of library and information science education in India, evaluate their impact and suggest certain measures which would be helpful in the formulation of Library and Information Science Education policy for India in the decades to come.

A: THE PRESENT TRENDS

A:1. From Library Science to Library and Information Science:

At the direction of the University Grants Commission a number of departments in various Universities across the country have changed their nomenclature from 'Library Science' to 'Library and Information Science'. However, if one closely examines the course contents either of the BLIS or MLIS course, they do not reflect the required changes in them. For instance, if we will take the course contents for the paper entitled 'Information Science' in one of the University, the contents are as follows:
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The five resultant areas in information science are: (1) Library Automation, (2) Information Storage and Retrieval, (3) Systems Analysis, (4) Interactive Computer Systems,
and (5) Programming. None of these areas at any reasonable degree are represented in the course contents of the above University. A number of such instances can be cited. Thus, one is apt to agree with T.S. Rajagopalan:

Only Cosmetic changes like adding 'Information Science' to nomenclature of the courses and including a few areas of modern information science in the syllabus of the course, more for the sake of elegance and respectability, are attempted.

Unless the contents of the courses are thoroughly revised bringing in the main areas of information science curriculum, which in turn has to consider the rapid growth of information technology, our products of library schools would be outdone by other information specialists.

A:2. From Graduate Education to Pre-University Education:

Since 1937, the universities in India, by and large, have been awarding the first professional degree, i.e. P.G. Diploma in Library Science later on changed to BLib.Sc. in 1958 at AMU, now changed to B.L.I.Sc. degree, after successful completion of one year course in Library Science after obtaining graduation in Arts, Science or any other faculty. In other words, S.R. Ranganathan like Melvil Dewey was of the view that a student entering the field of librarianship
must exhibit a certain degree of maturity and acquaintance in any one area of human knowledge. Even this expectation questions if one correlates the downward trend in the quality of present day collegiate education. Yet there are attempts to impart instruction of Library Science at the intermediate level leading to award of certificate in Library Science or undergraduate diploma in Library Science in various polytechnics, professional associations etc. Large number of certificate holders per year in LIS are churned out. They are adding to the already acute employment problem among semi-professionals. Such a downward trend in LIS needs to be arrested by the State Governments and the Library Associations at the State and National levels.

It would be worthwhile to record here the words of the veteran library science educationist regarding graduate education programme for librarians.

There is no question that the professional school belongs to the University, if it is a true professional school it does not belong anywhere else. The requirement is to make certain that the educational programme is professional, not the apprentice training of a trial-and-error craft.3

The truth of his statement has been testified many a time the world over during the last more than a hundred year.
A3. From Full Time Regular Education Programmes to Correspondence/Open University Programme

The feasibility of having a graduate full-time education programme in the training and education of library professionals has been proved beyond doubt for the last 58 years. We are also aware that the proliferation of library schools on regional basis has added to the unemployment and underemployment of half baked trained products of open Universities. Yet, lately one observes that Universities have begun a process to impart instructions to the prospective library/information specialists through the institutes of correspondence studies. The need for such correspondence courses, their methodology of instruction and evaluation, the quality of the products and their impact on the deteriorating employment situation are some of the issues which need more systematic study.

Presently there are 10 Universities imparting library science education through distance education at various levels. Without any accreditation system in India, it is possible that in the near future many other Universities may join such a rat race. Apart from the issues raised above, one needs to answer the question: are these developments in furtherance to the cause of enhancing the quality of education in LIS?
A:4. The Intake

The nature of entrants in any profession speaks for the future of that profession. It is equally true to the LIS profession. No worthwhile study has been made either at the regional level or the national level so as to assess the nature of entrants to LIS schools in India in the recent past. Such a study needs to encompass aspects such as: the educational background of the entrant; rural or urban; home environment; his orientation towards books and other sources of information; his attitude towards information and information services including his evaluation capacities; his attitude towards society in general and the prospective users in particular, his expectations of the LIS profession etc. These factors throw a flood of light on what one could expect from the trainees when they emerge as qualified professionals. Considering these aspects in the light of our experience, we are apt to confirm what there is gradual decrease in the strength of the motivational factors of the entrants to the profession. As a result, one observes even some highly qualified LIS professionals who are devoid of a sense of service to readers, lack of initiative and dedication and, therefore, do not have the capability of infusing confidence and hope among the seeker of knowledge.
It is pertinent to note that some state governments have enhanced the quota for certain castes and economically and social weaker sections of the society. The percentage of merit group candidates is being squeezed as a vote-catching devices. Such policies of the governments have an adverse influence on the intake of students for LIS.

Again, the admission requirements are the minimum most for LIS courses. It is just a mere pass (generally 40 % for reserved category) from any recognised university. In contrast to this in other professions like Medicine and Engineering the minimum educational requirement is 50 percent and above. In view of this it is observed that LIS profession is to be put on equal footing like other professional courses. The nature of intake of students for LIS courses is a matter of serious thought and consideration by all concerned. The growth of the profession is directly dependent on the quality of the intake. As shera puts it:

A third generalisation that might be made in that the ways in which professional schools shift and screen potential applicants may be more important to the shaping of the profession than the substance the schools actually try to teach.4

A.5. Course Contents

The course contents of any course or subject when planned thoughtfully indicate the level, depth and the undateness of
the topics taught in the course. They serve as guidelines or parameters within which the teaching-learning process can move about. From the point of evaluation of a student, the element of ambiguity is lessened. Although issues relating to the course contents have been much debated in and outside LIS schools, no positive steps have been taken either at the regional level or at the national level.

A:5. Uniformity vs. Diversity

Way back in 1960 B.S. Kesavan bemoaned the "Carbon Copy" approach of Indian Library Schools in framing their syllabi. Even today this view holds a lot of truth. But why? It is not a feasible proposition to provide courses of study which are in a real-life situation helpful to the trained products in rendering library services? For instance, a course in Children's Librarianship or Rural Library Service or Agriculture Information System and Services is a necessity in typical Indian library situation of today. But one finds that only a handful of schools provide such courses. Some schools made a bold attempt towards this end. But what is needed is that such diversification of specialised courses as optional ones need to be done on national or regional level based on the potential needs of the area and the availability of competent staff and the requisite facilities.
In certain places where the latter are not available but if the need is a genuine and urgent one, the governments must come forward to assist financially and otherwise in getting interested staff trained. This demands to make a surveys of this nature at regional and national levels and accordingly design courses of study which will ensure closer relationship between the trained human resources and the user needs of the different segments of the society.

A16.1 **Outlined Vs. Spelled out Syllabus**

Another area which needs our urgent attention is the clarity in the course contents (like cover paper) in particular, the controversy revolves round whether the syllabus should be provided in the form of an outline or each topic of the course be spelled out in reasonable degree (like cover paper) so as to avoid ambiguity. It is generally observed that the syllabi of undergraduate courses like certificate and Diploma and a graduate course like the BLIS are provided in bare outlines, using identical terminology although the level of education markedly differs. Further, ambiguity is not healthy for the teacher, learner as well as the evaluator especially when the latter is not the teacher. To bring clarity as well as distinction in the different levels of education provided at different institutions it is necessary to spell
out the details of the topics sufficient enough to enable one to make such a distinction. On the other hand, in the master's degree courses where the student is more mature and has the acquired reasonable proficiency in LIS and where he is expected to do more wider and independent study, the syllabi be provided in more details for in depth study.

Again, whether the syllabus is outlined or spelled out, it must reflect the objectives of the course.

A:7. Courses of Study VS Theory and Practice

It is well acknowledged that library and information science is a service-oriented profession like medicine or law. As such, the educational programme should reflect, depending on the level of education, a sufficient degree of emphasis on its practical aspects. However, our library education schools are, exceptions apart, heavily loaded either in favour of theory or practice of LIS. In an ideal situation these should be balanced equally.

The practical aspects of LIS education should not confine only to classification and cataloging as is found at present but spread over to other areas like: bibliography, abstracting, indexing, planning, organisation, library design and architecture, furniture and equipment, finance, reference
service, information storage, library operations and routines and retrieval systems like SDI, CAS etc. Such intensive training in the practice of the profession requires the involvement of the teacher and the taught in the courses of study which is likely to assist in enhancing the quality of education.

Another aspect of the practical training is to allow a student to do independent study of the work assigned to him. For instance, the practical aspect of 'bibliography' course would be to make the student compile a bibliography on a selected topic. Further, he may be made to compile an annotated bibliography to increase his involvement in the bibliography work and thus gain for him/herself a certain degree of competence. This is followed in most of the Universities at MLIS level.

A:B. Duration of The Course

It is generally accepted that in order to have competent library and information scientists at senior levels, the training programme in library and information science should continue to be conducted at the postgraduate level. In this respect the Indian practice is similar to that followed in certain English-speaking countries like USA, Canada and now even the U.K.
One question often discussed at professional seminars, conferences, etc. in the country is: should the training programme in library and information science continue to follow the present pattern or should the pattern be changed to a two-year Master's degree by discontinuing the intervening BLIS degree? In this context no clear picture has however, emerged as yet. In an effort to study the pros and cons of the question some of the points as given by Prof. P.B. Mangla are given as under:

**In favour of two-year Master's degree in LIS**

1) In libraries of different types, documentation centres, etc. excepting for the junior positions a master's degree in LIS with preferably even a Master's degree in a subject is much desired;

2) Since after joining a position, it is not often easy to obtain study leave, deputation, etc. for further studies, one with a BLIS degree may find it quite difficult to improve one's qualification by joining the Master's degree course, at a later stage;

3) It would bring enhanced status to the department and its teachers in the university set-up;

4) The duration of two academic years would provide teachers and students sufficient time to have a reasonably comprehensive coverage of the theory as well as the practice of the subject and would thus improve the quality of the end products.
In favour of retention of BLIS programme

i) Generally it is found that although the minimum qualification for admission to BLIS course is a Bachelor's degree, yet, because of tough competition for admission, most of the departments admit only those candidates who possess at least a good second class Master's degree in a subject. Since to obtain a Master's degree one requires sixteen to seventeen years of education and an additional one year for the BLIS degree, it would mean that one has to spend seventeen to eighteen years on education before one is eligible for a professional position in a library or documentation center. In every batch of BLIS students, there are always quite a few who, because of various economic and domestic reasons, lack of interest etc., are not quite willing to spend one more year for joining the Master's degree programme in LIS.

ii) Quite a few students, and generally those of the mediocre type, are not that ambitious to make a quick rise in their professional careers. They are quite satisfied to join junior positions and avoid the chances for promotion either on the basis of seniority in service or by improving their qualifications at a later stage.

iii) Several existing departments of LIS in the country are not adequately equipped with teaching and other facilities, to run the two-year Master's degree programme.

A time has come to introduce LIS courses at the graduate level as major/minor optional courses. Professor Venkata Ramalish
Committee on combination courses and review of examination system in the universities in Andhra Pradesh has strongly recommended the introduction of LIS as one of the optional subjects at the graduate level. The Regional Seminar on Restructuring the courses and introduction of two-year Integrated programme of MLIS course held at Hyderabad in September, 1986 has also strongly recommended the introduction of LIS course at the graduate level.

Prof. P.B. Mangla has also suggested the introduction of LIS as an optional subject at the Bachelor's degree level in universities and colleges. Those who opt for LIS may be given preference for admission to the two-year Master's degree in LIS otherwise they should be eligible to work in junior professional positions.

The introduction of LIS at the graduate level does not find support by many professionals in the profession. The arguments given by them against this pattern are: Since a library and information scientist deals with knowledge contained in documents as such, it would be more appropriate if the entrants to the profession have a sound background and understanding of a subject. In support of this argument, it is often advocated that a good Bachelor's degree with Honours, and even preferably a good Master's degree should be considered.
essential qualification for admission to the LIS training programme. Prof. P.B. Mangla has stated that there seems to be sufficient validity in this argument.

A:9. The Teaching Methods

There has been considerable discussion in and outside India on the variety and effectiveness of various teaching methods/techniques that could be used in imparting instructions and building competence among the students. But, unfortunately this has remained on paper. In a vast majority of the library schools, the lecture method is the method in the teaching of the different subjects. It only indicates lack of initiative, drive, enthusiasm on the part of the faculty and lack of suitable support by way of finance and equipment on the part of authorities. The earlier this trend is arrested and is replaced by a suitable combination of methods and techniques, the better will it be for the profession. Thus library schools be provided with modern equipments like overhead projectors, coloured TV's and audio-visual aids.

A:10. Evaluation

A candidate undergoing any educational and training programme and more particularly in professional courses, has to be certified by the recognised institution about his/her
competency. In the university library schools in India one finds three modes of evaluation, viz (i) the one time evaluation (i.e. annual system of examination), (ii) the regular or continuous evaluation (i.e. semester scheme of examination), and (iii) a combination of the two.

A:10.1 Standards of Evaluation:

Irrespective of the fact as to which scheme of examination is adopted by a particular school or institution, it is the standard of evaluation and significance attached to them and the way they are understood by the evaluators which bear the mark of quality. Broadly, in India, there are three grades of successful candidates, (i) pass candidates are those who score a minimum of 33 or 36 or 40 out of 100 marks. The minimum varies with different universities, (ii) second class candidates are those who score between 50 and 59, (iii) First class candidates are those who score 60 and above. To declare a candidate as 'pass' or successful on scoring less than 50 in a professional course is itself incorrect. As in other professional courses like medicine and Engineering, the minimum for a pass in LIS need to be 50. This practice is followed in some central universities.

An effort has been made in the above paras with regard to some of the key issues involved in evolving a national policy on library and information science education. One major
inference that emerges from the above discussion is that time is fleeing at a rapid pace and unless the library and information science educators rise up and accept the challenges thrown at us by the Indian Society and its segments, the future of our trained products is in doldrums. A fruitful dialogue among the professionals of LIS, including the practitioners and the educators, national/state library associations, the central and state governments and the leaders of the society, is the need of the hour. Let us hope all these parties contribute to the/standard uniform policy as envisaged below:

B: LIBRARY AND INFORMATION SCIENCE EDUCATION

POLICY IN INDIA:

Policy is a set of guidelines or directions which provide major lines of action to be taken up and followed. Programmes or activities need proper direction. Lack of duration may lead to less achievement of stated purpose and objectives of the programmes. If the programmes are many, organised by several institutions and concerned with groups of persons or institutions or region/s or country, lack of direction/guidance creates an impact on their output. Hence, there is a need for proper direction to enable the programmes
to be successful. To identify right direction, several organisations and people (individually and in groups) have to be involved. This direction or otherwise called policy, guides the organizations or institutions in planning the programmes both for the present and future.

Education and training programmes are planned for the Human Resource Development, the changing needs of the region/country are to be considered while planning and organising such programmes. Preparation of policy, taking the present and future needs into consideration will guide the planners. The same is true even for library and information science education and training.

During the process of development in third world countries such as India, the demand is created for skilled/trained professionals. Socio, economic and political conditions as well as the demand, influence the organisation of educational and training programmes, resulting in mushroom growth of institutions. These institutions turn out a low quality products due to lack of facilities and infrastructure. In addition to this, the products should satisfy the manpower needs of the region/country. If there is a policy frame, it would provide the required guidance to the planners and managers of the educational programmes to turn out better and quality products.
**B.I. Historical Background:**

Science policy was formulated in India in early 1950s and this resulted in the establishment of several scientific institutions and laboratories in the country. The National Policy on Education was formulated in 1968 and updated in 1986.

The National policy of Education - 1986 is the result of collective thinking. It was formulated after a great deal of preparation, involving in-depth studies, expert consultation, public opinions etc. We have the following three documents connected with the new educational policy:

i) Challenge of Education (COE) - A policy perspective (August, 1985);  

ii) National Policy on Education (NPE) (May, 1986);  


The COE is an approach document for the new policy to be formulated. It was thrown open for national discussion and debate and for eliciting public opinion. The NPE is a policy statement, drafted by the Ministry of Human Resource Development. It was discussed and adopted by the Parliament during the budget session 1986. A follow up document on programme of Action for the implementation of the Policy was brought out soon after the announcement of NPE.
The basic tenets on which the new education policy has been based can be summed up as "education for all, education for material and spiritual development, education for development of manpower for different sectors of economy, education for national cohesion and scientific temper and education that would further the goals of socialism, secularism and democracy adopted in Indian constitution. In short, the policy seeks to achieve the objective of attaining equity with excellence in education. The NPE is viewed as the vision of the 21st century for human resource development. The national system of education will be based on a national curriculum framework which contains a common core along with other components that are flexible. The system is expected to promote values such as India's common cultural heritage, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, observance of small family norm and inculcation of scientific temper.

It has been a matter of disappointment to the library profession in the country that adequate attention is not given to libraries in the new educational policy. While COE made no mention at all, the NPE made a reference to libraries in one para. Surely, the library profession has every reason to be dissatisfied with the treatment given to libraries in COE,
NPE and POA, even though the earlier commissions had done adequate justice. Looking at the issue in an optimistic manner, let it be assumed that the framers of the policy documents had taken it for granted the obvious role of libraries in various sectors of education and that they didn't find it, as a necessary, to mention about libraries at every place.

Libraries around the country are making an effort to formulate a National Policy on Library and Information System. Due to the pressure and demand, the library associations took initiative in preparation of such policy. As a result IASLIC (Indian Association of Special Libraries and Information Centres) discussed this topic at its 12th conference in 1979 and ILA (Indian Library Association) at its 30th conference in 1984. On behalf of ILA a draft policy was submitted to Government of India in 1985. The Planning Commission Working Group (1984) in its report "Modernisation of Library Services and Informatics for VII Five Year Plan" recommended adoption of a "National Policy for Library and Information Service". The pressure for National Policy was built up, due to which the Raja Rammohun Roy Library Foundation (Calcutta), prepared a draft policy entitled "National Policy on Library and Information System". All these activities prompted the Government to constitute a committee for formulating a "National Policy on Library and Information System". This committee submitted
its report in 1986. Another national level organisation, Association of Indian Universities (AIU) has formulated its "National Policy of University Libraries in India" (1986). All these policy documents were produced with a lot of effort but the Government has not so far initiated action on any of these policies.

Library and Information Science Education (LISE) has been an important facet in all these documents. One of the earliest committees appointed by the Government of India namely, "Advisory Committee for Libraries" under the Chairmanship of Dr. K.P. Sinha (1958) has examined various aspects of libraries including library science training and offered its recommendations. All India seminar on LISE in India (Delhi) (1977) discussed several aspects of LISE and gave its recommendations. Exclusively a National Seminar on LISE policy was organised by IATLIS (Indian Association of Teachers in Library and Information Science) in 1983. The seminar spelt out several recommendations. No further development took place in this regard. On the basis of this background it can be concluded that as such there is no approved policy for LISE.

It is a fact that the term policy has not been used but almost all the universities based their educational programmes on the report of University Grants Commission (UGC) Review
Committee (1965), viz 'Library Science in Indian Universities'.
In subsequent years the UGC Panel on Library and Information Science (PLIS) gave its recommendations to make LISE more relevant. But these recommendations have appeared sporadically and it is difficult to find in the form of considered list.

In 1988, Inter Agency Working Group of UGC has submitted its report entitled "Development of Information and Library Network (INFLIBNET)". This report has studied manpower needs in the context of automation and networking. These recommendations also provide guidance for planning LISE programmes. INFLIBNET report states that manpower constitutes an important factor in the efficient functioning of any library and information network. The library automation functions, on-line services, conversion of bibliographic records, use of telecommunication and satellite communication facilities, etc. in the INFLIBNET would need personnel in appropriate quality and quantity. The performance of the staff deployed for various tasks in the network would determine the efficiency level of the network and in the provision of information services to the users. The INFLIBNET is planned as a major mission in the country in library networking, involving application of new technologies and implementing a time bound action programme. The personnel have to be provided at various levels and for
library computer, communication and management related activities. In other words, personnel drawn from different specialisations have to be deployed in the INFLIBNET.

B.2. Dr. S. R. Rangnathan's Contribution:

Rangnathan made multi-dimensional contribution in the field of LISE both within and outside India. Probably it may be difficult to find a person other than Rangnathan who dominated the scene with tremendous impact due to his multifarious contributions. He was instrumental in planning, initiating and establishment of LISE programmes in several universities. He was responsible in making both the Government and the UGC to examine several aspects of LISE and accept the recommendations. He convinced the Government, and the UGC to implement the recommendations. His contribution towards the growth and development of professional education is phenomenal. He was responsible for the appointment of Review Committee (1965) and the submission of its report. Even after lapse of so much time, this report stands as a basic and comprehensive document for LISE. Traditionally, planners are using this basic document as some sort of policy document. This report needs complete revision due to changed environment and impact of information technology (IT). The review Committee
report therefore shall form the basis for any policy document. Ranganathan's contributions were considered as policy statements for the present and future. LIS programmes were revised based on them.

B:3. Present Scene:

Some programmes are still based on Review Committee Report (1965) and few programmes have been revised to cater to the present needs. In this context, it may be relevant to quote the comment by Raju and Biswas:

"For the last few years we have been tempted to convene the same pattern of curricula which suffers basically from the gap between the content and the actual professional challenges one has to meet, between the techniques taught and the changing patterns of library and information services at new socio-economic and technological levels".

The above comment reflects on the present problems and there is an urgent need for revision of the curricula to meet the demands. A National Policy will contribute in updating the programmes. Presently we have UGC Report on curriculum development in LIS, 1992. The latest report of the curriculum development Committee (CDC) on LIS of UGC under the chairmanship of Prof. P.N. Kaula has outlined the detail
syllabi for the Bachelor and Master's levels. It has also suggested modalities for research degrees and recommended specialised short-term training programmes, to re-train the existing faculty and professionals, due to the proposed change in curricula. It has emphasised the "link between education and employment opportunities, and more particularly what the employer expects from LIS education". A two-year integrated Master Degree in LIS has also been suggested in the report.

B:4. Policy Preparation and Implementation:

There is a need for an indepth study of the Review Committee Report (1965), recommendations made by FLIS and the policy documents prepared by professional associations for the preparation of LIS policy. The UGC should take the initiative and constitute a committee and accord powers to it to prepare and monitor the programme implementation. The committee should consist of persons from LIS as well as related fields and representatives of professional associations. This committee should prepare the document and submit it to the UGC for approval and implementation.

B:5. Relevance of Policy Documents:

Prior to preparation of policy document, it may be essential and relevant to analyse the existing policy documents
and examine what has been stated about LISE. The contents of these documents are as follows:


Two aspects relating to library science education have been recommended in this document:

(a) Inclusion of the following courses as compulsory/optional:
- Computers and their application in libraries;
- Information centres and systems;
- Information storage and retrieval;
- Database: their management.

(b) Urgent need for continuing education programmes for teachers:

- ILA (1985). National Library and Information Policy Section 7.1 of the policy document deals with LISE and states:

"There is a need for adopting the latest technology, the manpower requirements in terms of training, research and development need to be matched and accordingly, present programmes of education in library and information sciences calls for a periodic review"


This report (1986) made several recommendations concerning to LISE. They are:
i) In view of the rapidly expanding library and information services and the fast changing character of library and information science, the development of manpower in a planned manner becomes essential. The Indian librarian and information scientist in particular will face the difficult task of carrying the literacy drive on the one hand and dealing with the technological revolution on the other.

ii) The library and information science courses run by the universities and comparable institutions at the post-graduate level should continue to maintain the high standards that have been reached and improve their quality, in particular by the incorporation of advancing information technology.

iii) Para-professional training courses may be undertaken by other appropriate agencies, but care must be taken to ensure uniformity and quality of such training all over the country.

iv) In view of the challenging and dynamic situation in the profession, the Indian library and information professional must be given every facility to refresh his/her expertise, so as to keep abreast of advancing knowledge by a planned development of continuing education programmes in the field.

v) Considering the fact that library and information science courses tend to proliferate, introducing on occasions a dilution of standards, there should be an accreditation agency to ensure the standard and the quality of the training imparted.
vi) The national need of furthering higher education and research in library and information science may be undertaken by a National Centre to be established for the purpose.

vii) Library and Information Science professionals should be given the status and pay scales as well as academic facilities commensurate with their responsibilities with due regard to the fact that every library is an academic/research centre and has to function as such.

viii) The government of India should recognise the need for the creation of an All India Library Service and implement the plan when feasible. The creation of such a service will strengthen the national network of library and information systems.

ix) Modernisation of library operations and services, in the context of advances in information technology, will be the country's primary concern in increasing productivity and efficiency, improving speed of delivery of service, optimum utilisation of available resources and facilities and overall cost effectiveness.

x) To keep pace with advancing electronics, computer technology, tele-communication and reprography and micrography technology, all of which is needed for future library work, new systems compatible with Indian conditions must be developed.

xi) Use of main-frame, mini and micro computers with large memory capabilities, in major libraries in the country, should be encouraged and supported to
to improve access and availability of information. Care is to be taken to ensure compatibility in hardware specifications, so as to facilitate linkages among themselves and to national computer networks.

xii) Priority should be given to development of application software packages for library and information activities for use in indigenously manufactured computer systems.

xiii) Use of communication facilities for developing inexpensive local library and information networks has to be supported for practising resource-sharing. These local library and information networks can be utilised for evolving national library and information network. Such developments will enable library and information centres to have local, regional and national inter-library co-operation, optimum utilisation of present resources and facilities and resource-sharing. Any user should have ready access to documents/information wherever he/she is located. This will also contribute to overall cost effectiveness, as development of resources and facilities in individual libraries and information centres beyond a threshold limit will be attempted rationally.

xiv) Low-cost copying services through provision of reprography and micrography facilities, should be available in major libraries so that document backup could be provided.

xv) Compaction of library and information materials, by increasingly resorting to acquisition of microform media, magnetic tapes, video discs, etc. wherever possible, should be encouraged, in the context of saving storage space.
xvi) Development of application software packages for provision of information services in Indian languages should be taken up. Computer translation services in Indian languages should be attempted.

xvii) Provision at district level should be made for mobile audio-visual information services in Indian languages for rural areas to serve neo-literate, students of open universities etc. as a supplement to national TV network.

xviii) On-line facilities, through national data communication networks, should be evolved in order to provide for interactive use of locally generated data bases as well as to have access to international information network.

xix) New technologies like video-text and tele-text provide ample opportunities for disseminating information quickly and effectively. Such systems should be experimented, with a view to study their impact on the society and on the mechanism of their introduction.

The above documents emphasized the revision of the existing programmes to include new technology in the LISc curriculum. They also emphasized on organising continuing education programmes for the teachers and for the accreditation of the courses.

- All India Seminar on National Policy for Library and Information Science Education (Nagpur) (1983).
This seminar has given its views regarding various aspects of policy. They are concerned with:

- Accreditation of courses;
- Avoidance of correspondence courses;
- Introduction of internship;
- Establishment of Indian Council of Library and Information Science (ICLIS);
- Establishment of National Institute for Library and Information Science (NILIS);
- Establishment of clearing house;
- Consolidation of Existing departments; and
- Not to establish new departments of Library and Information Science.

The views cover overall aspects, except revision of courses which is vital. It has emphasised need for infrastructural and faculty requirements recommended by UGC Committee (1965) and the PLIS (1979).


The PLIS at its meeting has dealt with several aspects of LISE and made the following recommendations:

- Only degree and post-graduate courses should be conducted by universities;
- Change of the nomenclature of the department (inclusion of term Information) (Library Science to Library and Information Science);
- No new course should be started without adequate facilities;
- Need for reviewing and redesigning of the courses;
- Faculty strength and their qualifications;
- Space requirement.

INFLIBNET

This report (1989) has stated the manpower needs for this mega project. This provides guidance to library schools for modification of their programmes.

Unfortunately most of the norms/recommendations have not been fulfilled by majority of the institutions due to lack of sufficient resources.

B.6. Suggested New Policy Document:

Even though the impact of LISE on the manpower development is substantial, no policy has been prepared to suit the changing environment. The policy has to be prepared taking into consideration several other related documents. It is also necessary to involve various groups of professionals and professional associations in the task. It is essential to prepare this policy in two parts as follows:

B.6.1. Broad Guidelines:

This section should give a brief introduction on the present status of LISE in India. It should also state the
need for revision and updating of the present programmes so as to make them relevant to changing needs. This section should give the assessment of present and future needs. It should state how to involve professional groups in identifying changing requirements of the libraries from time to time which will in turn help in updating and revising the programmes.

B:6.2. Requirements and Standards:

The second section should give the basic structure and requirements for the present programmes. This is in terms of the number of courses, course contents, infrastructure, faculty, finance, etc. The specified requirements should be used as guidelines for the present programmes. This part serves as if it is a standard for the programmes.

These two sections have been already spelt out by UGC (Committee and Panel) in different documents. The UGC Review Committee Report (1965) provides almost every information in terms of staff, courses, course contents etc. As already stated the UGC Panel (1979) had provided far reaching recommendations in a single meeting.

The Panel in its meeting held in May, 1992 has made the following recommendations:
- Need for introduction of apprenticeship; and
- Scrutiny of curriculum developed by UGC sub-committee (CDC) for library and information courses.

Being a recommending body, the UGC is not monitoring the implementation of its own recommendations. Now there is a need for development of a mechanism to make the institutions implement UGC recommendations from time to time.

The policy document should be revised regularly to provide required changes. It should be given wide publicity to enable the institutions to know what is expected of them.

It may be worth quoting in this context the statement made by Library and Information Science Council (UK). It says that:

"For this profession as a whole, basic education is intended to develop the perception, the understanding and the ability to think and act which are essential to the launching of a professional career. It cannot provide all the knowledge and skills essential to the fulfillment of that career. These must come to a large extent from continuing education and training and self development".

If the profession expects that the school should impart every thing to the trainee, it may not be possible.
In the last we should take the following measures:

i) The UGC should take initiative in preparing the LIS policy. It should involve various groups of professionals and professional organisations in this vital task;

ii) The existing policies recommendations, suggestions, deliberations, etc. should be thoroughly examined to incorporate the relevant and useful items.

iii) It is essential to establish an accrediting agency to monitor the standards. This agency should be either accreditation and assessment Council or an independent agency like ICALISE. It should also check from time to time whether the institutions are implementing the policy or not.

iv) The UGC should either draw up recommendations of the accrediting agency or develop its own mechanism to examine and evaluate programmes with reference to standards and policy. On the basis of such an evaluation, funds should be allocated.

v) Cumulation of recommendations of various committees and results of several research studies should be made. These recommendations should be given wide publicity among the LIS schools in the country.
REFERENCES


5. MANGLA (P.B.). Levels, admission requirements and duration. In MANGLA (PA), Ed. Library and Information Science Education in India. Delhi, Mac Milian, 1982, p.3

6. Ibid.

