CHAPTER EIGHT

A MODEL OF ACCREDITATION FOR THE

STANDARDISATION OF LIBRARY AND INFORMATION

SCIENCE EDUCATION IN INDIAN UNIVERSITIES
Human Resources occupy a place of pride and pre-eminence in the socio-economic development of a nation. Experiences of developed nations reveal a positive correlation between the development of human resources and economic development. Recognising the role of human resources, developing countries like India have initiated multi-pronged measures to promote the quality of human resources. Higher Education has been acknowledged to be an instrument of human resources development and in fact, the latter is deemed to be a function of development in higher education. In view of its varied significance, higher education was assigned a place of primacy in the educational pyramid of India in the post independence era and the Government of India paid special attention to its growth. The industrial policy announced in 1948, the Indian constitution adopted in 1950, Five Year Plans implemented since 1951 and the Kothari Commission (Education) appointed in 1964 have strongly underlined the vital role of higher education in promoting economic growth with social justice in the country. Both
the central and state governments have greatly contributed to the development of higher education through diversified educational plans and the expenditure earmarked by them for higher education has been escalating year after year.

Consequent to these policy directions and efforts of the governments, higher education has made rapid and remarkable strides in the last four decades. Today, India has the unique distinction of possessing the largest system of higher education in the world next to the USA. It is also equally true that there is widespread dissatisfaction and disappointment among us about its existing status. We tend to think that the system of higher education has largely failed to achieve its noble objectives of excellence, quality and relevance, to tackle the challenges emerging in the country, to create able and skilled labour force and to establish an employment oriented egalitarian society in India. In fact, higher education in India today appears to be in deep crisis situation.

Although there is a grain of truth in this popular allegation, it is still possible to make use of higher education as a tool of our country's development through a series of reforms consistent with social changes. Today the country is facing acute and deep economic crisis and the
government has endeavoured to tackle the situation through a package of economic reforms. If these reforms are to succeed, then the system of higher education should also be simultaneously rejuvenated. In other words, educational reform should become an adjunct of economic reforms. Therefore, in the emerging context, it becomes imperative to transform the character of the system of higher education. This new spectacle constitutes both an opportunity, and a challenge to the academicians, academic administrators and policy makers. If we fail to capitalise this opportunity, the posterity will have no respect for education and will lose faith in the system itself. Keeping this present and future scenario in mind, it becomes necessary to adopt the following measures in various components of higher education system to improve the system of higher education in India:

1) Administrative policy;
2) Curricular reforms;
3) Faculty;
4) Research
5) University Administration;
6) Overcoming the Financial Crisis.

A1 Admission Policy:

In the first instance, the expansion of the system
should be checked and the number of aspirants for University education should be contained. The government should bring legislation to ban the establishment of new colleges and universities at least for the next five years. Facilities to admit additional students in the existing institutions alone should be encouraged and expanded. Under no circumstances, opening of colleges by politicians in their constituencies to satisfy their people or for any other pecuniary consideration should be permitted. Likewise, the government should frame and implement a strict admission policy in the existing institutions so that higher education is made accessible only to those who have genuine interest and motivation to pursue higher education. The doors of higher institutions should be strictly closed to indifferent and disinterested persons who would like to join the colleges and universities just for passing their time or for getting a degree for the sake of social status. The goal of future admission policy should be quality upgradation rather than quantitative expansion. We should strive to create a cadre of meritorious graduates needed for the country's development rather than concentrating on the increase in numbers of unemployed youth after they leave the portals of higher education. The admission number should be decided on the basis of the facilities available in each institution. Admission should be based on merit decided through an open entrance examination. At the same time care should be taken to ensure the admission of able and meritorious students.
belonging to weaker sections of the society through an enlightened policy of reservation.

The advocacy of meritorious admission and the banning of new institutions should not be misconstrued as country and inconsistent to our goal of "Education for all". We do realise that Indian people comprise 50% of the world's illiterates, that large sections of children have to go without acceptable level of primary education and that it is obligatory on our part to spread education to them. It is quite possible to achieve this objective by developing needs of deserving persons can be met through open universities rather through opening general arts colleges and universities. The system of higher education can be improved only when its quality is controlled and maintained at all levels. Providing "education for all" is really a noble democratic trait, but it should not become a source of deterioration in the standard of education in any manner.

A:2 Curricular Reforms:

Higher education can be made more meaningful only when we introduce radical changes in the irrelevant and traditional curriculum adopted since the days of the establishment of universities in India. The course content of higher education
programme should be redesigned and related to societal needs and country's development. Programmes have to be rewritten to demonstrate the application of concepts in real life situations. It is essential to teach basic theories in classrooms, but at the same time, we should illustrate through different angles of the society as to how these theories really relevant and problem solving in life. For instance, students learning economics of administration should have an opportunity to have experience in different departments of administration and understand their problems, in addition to classroom learning of theories of administration. The tilt towards application orientation in our course structure will have tremendous impact on the students. The knowledge acquired in a particular area will improve several fold, they will get an opportunity to understand real life situations and problems, they will be better equipped to get a career of their choice and the students would evince genuine interest in the entire learning process which is badly lacking today. The course structure should also necessarily establish close linkages between educational institutions and the industries or other relevant organisations of commerce and government.

In a rapidly changing social setting, it becomes necessary for every student to acquire knowledge in a subject allied to his main subject according to his innate preference.
But the existing universities do not offer sufficient opportunities to the students to select subjects of their choice. With a view to enhance such opportunities to students, we have to introduce a scheme known as "choice based credit system". In this system every student is given full freedom to choose, in addition to his/her main subjects, all those subjects which in his/her opinion are essential to attain his/her future ambitions and goals. For instance, a student of management can choose any subject in the allied departments of economics or commerce. Since a student gets a course of his/her personal preference, he/she can devote his/her undivided attention on studies and the present disinterestedness and lethargy of students characterizing the contemporary higher education will disappear. In this choice based credit system, complete internal assessment is adopted. The teacher who teaches examines his/her students and assessed their knowledge throughout the the semester through tests, quizzes, seminars and end semester examinations. The teacher directly participates in question paper setting and valuing answer papers. The whole examination system is open. The students are shown the answer books and can discuss their marks with the teacher. This system removes the lacuna in the existing marking procedure. The teacher gives grades to his/her students i.e. he/she essentially arranges the students in his/her course in order to/merit. This system induces the
students to work throughout the year, dissuades them from indulging in undesirable activities dissipating their time and energy, fosters cordial relationship between the teacher and the taught, establishes peace and harmony in the campus thereby creating an atmosphere congenial for real learning and reduces the scope for political intervention in the functioning of the university.

A:3 Faculty:

The quality of education hinges on the skills, ability and the quality of teachers working in our colleges and universities. Therefore, there can be no difference of opinion on the need to up-date their efficiency as a precon­dition for improving the quality of higher education. Persons of high calibre with real aptitude for teaching should alone be recruited for faculty positions through impartial and objective recruitment procedures. Teachers should be fully accountable to the students and the institutions in their teaching assignments. At the same time, we should augment basic facilities required for improving the quality of teachers. Orientation programmes to new entrants, refresher courses to experienced teachers, incentives to meritorious teachers and institution of Distinguished teacher Awards can go a long way in promoting the skills and qualities of teachers. Promotion of teachers to higher positions should be based
on their past teaching and research experience, their contribution to the growth of the institution and the welfare services rendered to the students and their popularity among students. We should have the courage to distinguish between good teachers and bad teachers and to extend special incentives to good teachers. Only a system of incentives and disincentives can uphold the dignity of teaching profession.

Every educational reform should revolve around the creation of devoted, dynamic, committed and motivated teachers. In pursuance of this objective, the University Grants Commission has implemented certain laudable measures. Among others, these include the recruitment of teachers on the basis of common qualifying tests prior classroom lectures organisation of specially designed orientation and refresher programmes for college and University teachers.3

#### A:4 Research:

Promotion of qualitative research is a *sine qua non* for achieving the goal of higher education. Innovation and research are the hallmarks of higher education. In fact, the system of higher education can be developed only through the findings of high level research carried out in the fields of science, technology and social sciences. Therefore, we
should adopt comprehensive measures to develop high quality research in our universities. At the outset, we should be clear about the type of research to be developed in our institutions. In the past, we have concentrated more on basic or fundamental research. There were occasions when we undertook repetitive research resulting in dissipation of scarce resources and precious energy. Consequently, we have not contributed substantially to new discoveries, development of knowledge or enhancing the standard of living of the people. Therefore, it may be prudent to reduce our preoccupation with basic research. It may not be really worthwhile to pursue and promote everything that seems interesting, important or feasible. This, however, does not underrate the overriding significance of fundamental research in our quest for new knowledge. If it is absolutely necessary, we may choose such of those areas where Indian scholars possess better and special advantages over their foreign counterparts.

Further, fundamental research should help to create and recreate theories and concepts based on Indian empirical evidences. These attempts should receive the approval and appreciation of foreign scientists also. In the present context of economic development, it is desirable to discover innovative methods of production which can reduce costs.
increase the availability of essential commodities and help to increase the standard of living of common man and the underprivileged who are the victims of soaring prices. Therefore, it becomes necessary to determine the areas of research which are conducive to the country's development and initiate action to pursue useful and relevant research. In certain areas of research, we can identify few educational institutions, talented faculty and students and research functions can be shared among them. As a result, we can maximise our research benefit with minimum costs.

It is essential to increase the basic facilities required for pursuing high level research in a congenial atmosphere. In the contemporary situation of resources crunch, it may not be possible for the University Grants Commission or for the universities to provide finance needed for the creation of infrastructural facilities required for research. The funds required for this purpose should come from outside the university system. For instance, science and technology agencies extend financial support to the universities in the form of time bound research projects. But in future they should also help in the setting up of sophisticated research facilities in educational institutions and providing such other infrastructural facilities which will attract best talents from all over the country. For this purpose, these agencies should earmark atleast 20 percent...
of their research grants exclusively for augmenting research facilities in the universities by way of equipping each research centre with microfiliming, xeroxing, on line and resource sharing facilities.

Likewise, industrial institutions and other donor agencies should come forward to finance the infrastructural facilities in the universities. It may be recalled that in countries like Japan 30 percent of Research and Development (R&D) Budget of the universities is funded by non-governmental industrial organisations very well linked with academic institutions. In India also such a system should be evolved and propagated and it should be remembered that there is vast scope in India for cooperation between industries and universities in research and development (R&D).

A:5 University Administration:

The existing university administration system leaves much to be desired and hence calls for sweeping reforms. The basic objective and philosophy of administrative reforms should be to reduce unwarranted and unnecessary controls and to provide autonomy with accountability to all those who are involved in university administration. Reduction in controls and decentralisation in decision making can avoid needless delays and can impart new dynamism to
administration. Therefore, it is necessary to offer autonomy and freedom to every department of the university so that they become independent entities. The university administration should intervene in the functions of the department only in the event of implementation of policy based decisions.

Equally important is the need for developing universities as real autonomous bodies. The government should mitigate its control over the universities gradually. It should confine itself to the formulation of higher education policy and the provision of finance required for the implementation of these policies. In no other respect, the government should exercise control over the universities or intervene in their academic functioning. Likewise, the UGC should decentralise its decision making process so that delays in the implementation of educational programmes can be avoided. It is a good sign that the UGC has set up regional centres recently.

A:6 Overcoming the Financial Crisis:

It is a common fact that the financial position of the universities is woefully bad and the financial crisis in the Universities has become acute and severe. In the last
four years the educational budget had been sliced down in the context of the enveloping economic crisis. Of course, this is a recent crisis. But lack of finance has always been a perpetual problem for universities since the advent of planning. Although the minimum educational expenditure should hover round six percent of the Gross National Product (GNP), we have been spending only 1.2 percent to 3.9 percent between 1950 and 1987. Lack of resources has been the major factor responsible for not developing universities in proper direction. Unless we overcome the resource crunch haunting the universities today, it would be impossible to implement any university reform. Therefore, universities should take the cudgels and augment both internal and external resources. Measures of improving the financial conditions of the universities should include the following:

Firstly, there should be an upward revision in the fees collected from the students in accordance with the inflationary situation. We may adopt a dual fees collection policy in case the poor and backward students who are likely to be affected by this revision of fees. We should remember that although the per capita government expenditure incurred on a student has increased several fold in the last 30 years or so, the university fee structure has remained same. Therefore enhancement of university fees and rate is inevitable.
and opposition to it is untenable and unwarranted. Those who clamour for qualitative education should receive it only at a price. It is quite ironical and surprising that students who are willing to pay exorbitant rates of tuition fees in private institutions, oppose marginal increase in the same in government run colleges and universities.

Secondly, university should endeavour to establish endowments from philanthropists. Income from such endowments can help to improve university finances. The Universities can also save a part of its funds and invest the same in income yielding assets and income generated thereby can supplement the meagre resources of the university.

Finally, another measure of equal importance is the prudent and productive spending of the meagre resources of the university. Unproductive, extravagant and doubtful expenditure of all kinds should be avoided at all costs. The expenditure of the university should be based on its objectives. This can help to reduce such expenditure as are not directly related to the achievement of the objectives of the University. If the administrative reforms suggested can be adopted we can effect considerable economy in our expenditure. Under the choice based credit system, the students have the benefit of expertise from all the departments of the university and hence the expenditure on
invited faculty from outside or guest lectures can be reduced to the minimum. Thus the improvement in financial position of the university calls for two pronged measures, namely, augmentation of the internal and external revenue and economy in expenditure.

B: LIBRARY AND INFORMATION SCIENCE EDUCATION

The measures of higher educational reforms suggested above are applicable to all the types of higher education and LIS education is no exception. All the measures, should lead to the same destination, namely, achievement of excellence in higher education so that future system becomes really meaningful and relevant to the emerging challenges of the society which is poised for a big leap in the 21st century.

B1 Significant Achievement:

Library and Information Science has now been recognised in the country as a university subject for study and research at par with any other traditional subject "Largely on the basis of its intellectual content". The recognition of the subject as a full fledged discipline is perhaps the most
significant achievement not only for the library and information science education, but for the whole profession as such. The increased research activities in the field have raised the status of the subject in the eyes of the scholars and the public. Except in a few cases, most of the library schools are now manned by full time teachers who enjoy the same pay scale, position and other facilities as those of other teaching staff. The high degrees granted by universities in this discipline have also enabled the librarians to get enhanced status and salary. As a consequence, the library schools are now able to attract good talents in the faculty as well as student community.

B:2 Problems:

In spite of these happy developments, library and information science education in the country cannot be said to be moving in the desired direction. Its growth though quantitatively impressive, has been haphazard and unplanned resulting in some serious problems which require immediate attention.

B:2.1 Proliferating Number:

While proliferation of courses has increased the opportunity for more and more people to get themselves trained,
from all available indications it seems that the number of persons coming out of library schools, some 2,000 or more, is much more than the requirement creating an adverse demand and supply position in the employment market. Of course, the proper assessment of the situation can only be done after making a survey of job opportunities vis-a-vis manpower development. Incidentally, a study based on newspaper advertisements has shown availability of only 432 vacancies of library and information personnel in a year which is only about 25 percent of the annual turn out of our library schools.

B:2.2. Degradation of Degrees:

The obvious repercussion of this condition is degradation of the library and information science degrees in the employment market. It is not very uncommon now to find persons holding a master's degree vying for and even accepting jobs meant for semi-skilled workers or join some other departments at the lower rank other than library profession leading to the wastage of professional degrees. Some employers, taking advantage of this situation, are also demanding qualifications higher than what are needed for a particular post. This is bound to cause humiliation of the professional workers and create frustration among them.
B:2.3 Lack of Infrastructure:

Some universities, in their undue haste, have started library schools or introduced higher courses or increased the intake of the existing courses without developing necessary and adequate infrastructure. Many library schools are awfully ill-equipped from the point of view of financial resources, space, teaching staff and other facilities like library and other teaching aids. Even minimum facilities are not available in some schools and the courses are run solely depending on part-time teachers by sharing space with some other department or with the library. In such circumstances the ideal teacher-student ratio or application of modern teaching methods can be a mere dream.

B:2.4 Lowering of Standards:

The dilution of courses had its inevitable impact on the standard. The students coming out of the schools with inadequate infrastructural facilities cannot be expected to have the same quality of training as of those from schools with better facilities though all of them get the same degree. As a national consequence, students with better training perform better in selection for jobs as also in their actual field of work. Thus some trained personnel suffer for no fault
of theirs. This also affects not only the prestige of the courses they had undergone, but also the profession at large.

B:2.5 Effect of Variation:

The variation in standards of courses offered by different schools is also due to variations in the duration of the courses and the size of intake, besides differences in the course contents. Though at bachelor degree level there is apparent uniformity in duration in the sense that it is one academic year almost in every school, the actual teaching hours greatly differ depending on the number of hours spent in teaching per day and per week and the number of holidays. The average teaching hours per week may be anything between 15 hours and 30 hours in different schools. At master's degree level the duration varies from one academic year to two academic years. Similarly, the total intake in different schools varies from 30 to 100 at bachelor's degree level and from 5 to 15 at master's degree level. A Training can be expected to be better if more time can be spent in teaching, including out of class consultations, which is only possible if adequate number of teachers are available and the size of the class is not too big.
Differences in Course Contents:

The quality of a course also depends on the contents of the course or the syllabus. Unfortunately there are differences in the course contents of different universities. Some schools are still sticking to conventional topics and are not incorporating in their syllabi ideas relating to modern management, systems analysis, statistics, operations research and computers which are now considered essential for effective management of libraries and information centres. In some schools the courses contain very little of information science, though the term 'information science' finds place in the designation of their degrees.

Relevancy and Orientation:

It has been noticed that contents of courses of some schools have old concepts and overtones in relation to practical library work. This often leads to wastage since the students do not get any opportunity to utilise those all old concepts that they have learnt in their field of work, and that causes frustration as their training actually does not help them much in their vocation because they lack knowledge of latest concepts and modern techniques of latest library electronic gadgets. Thus it needs orientation of
students with schools of library and information science provision which possess all latest devices and techniques.

B:2.8 Lacuna in Training:

Our courses have another major shortcoming which creates difficulties for the new entrants to the profession to adopt themselves quickly to their jobs. In fact, our library schools do not produce 'trained librarians' in the true sense of the term. Very rarely the students get any opportunity to face real life problems during their course of study since no post course apprenticeship or training is obligatory for the students before they are granted their degrees as in case of medical profession. Though a provision for during the course apprenticeship was existing in some schools earlier, it was gradually discontinued due to growing estrangement between the library school and the university library after their separation. Thus it needs rethinking for having closer coordination between the two sides of the same coin i.e. Deptt. of Library Science and Library.

B:2.8.1 Student Characteristics:

It is needless to stress that because librarianship is a service profession, those who come to it should have
something of the spirit of service and should be interested in the opportunities it offers to help others. Though it is true, that students with better qualifications, some even with a Ph.D. degree, are joining library and information science courses, many of them do not possess such traits such as proper aptitude for library work, an interest in books and their users. In fact students should join the course after prior planning of their career or with motivation to work in the profession. Though in the past most of these persons with higher qualifications who join library and information science courses would do so either when they would not get chance to join other well recognised professional courses like medicine, engineering etc. or simply in the expectation of better employment opportunities but this is not position now. So our library schools should devise ways to admit students not only with good academic record, but also with other necessary traits of a professional worker and commitment to society.

B:2.6.2 Teaching Faculty:

The effectiveness of any course greatly depends on the size and quality of the teaching faculty. The somewhat sudden increase in the number of library schools during the last 13 years has brought into sharp focus the problem of
having an adequate number of well-qualified and experienced teachers of library science for all the courses. Some schools try to manage wholly with part-time teachers. It is not conducive because it lacks contact between teacher and student and it can lead to lowering of standards of teaching. In turn, this leads to the producing of librarians not fully capable of achieving the objectives of library service. Lack of adequate number of teachers often increases the workload of the existing ones and as a result they cannot do full justice to their work.

3. Teaching of Professional Course:

Obviously, teaching of a professional course is not the same as teaching of any other subject. The UGC recommended qualifications have made it possible for young and newly qualified people to directly join library schools as teachers. They may be very good as for as their theoretical knowledge of the subject is concerned. But they have neither any training to teach the professional subject, as no such course is conducted, nor do they have any professional experience of working in a library cannot have any intimate knowledge about the practical problems that the staff of a library have to face, and, therefore, he can hardly become a complete teacher. Even those teachers who have prior professional
experience have no opportunity to continue their professional practice and, therefore, become alienated from the problems of library work. This is in sharp contrast to the doctor-teachers who invariably have to attend patients even when they serve on teaching faculties. Thus we should stress upon refresher courses, seminars and workshops to update teachers, and working professionals to have better understanding of each other for the development of the profession and training programmes.

C: STANDARDISATION OF LIBRARY AND INFORMATION SCIENCE EDUCATION:

There is growing demand for information scientists for designing, developing and operating information systems and services especially in R & D organisations, industries and commercial organisations. Libraries/Documentation Centres/Information centres attached to these are expected to perform specialised functions such as information and data analysis, preparation of trend reports, provide information and data services, plan application of information technology for information systems and services etc. The library schools have failed to provide adequately for manpower requirements.
of such organisations. The reason being that in our training programmes we have not given enough attention to the introduction of new media and new information technologies. This is true in general. As a result, there has been growing criticism of library and information science education programmes. The criticism has come from leaders of the profession and also from the degree holders passing out from library schools.

In view of the criticism, it becomes essential to formulate standards for LIS education, which would be generally acceptable. A standard refers to a definite level of excellence or adequacy required. The standards would provide guidance for the library schools so that these come up to an optimum level. By applying these, it would hopefully enable one to determine the quality of education and training being provided by the existing library schools. In order to achieve educational excellence and to maintain high standard of education and training, it is essential that constant evaluation of programmes offered by a library school should be carried out.

C:1. Areas for Standards:

The existing circumstances of Indian library and Information Science Education have an urgent need of standards
in certain areas. These areas may be as under:

C:1.1 Finance:

No institution can function properly without the adequate provision of funds. It will be treated as the factor of immense importance before accreding a school or department of an institution. The adequacy of funds may be judged in relation to the number of students, programmes of professional education, salary scales, teaching aids and the programmes for proceeding years.

C:1.2 Faculty:

The competency of a pupil can be professed to a great extent on the basis of the competency of his instructor. So the subject knowledge, research work, continuing professional growth, association and coordination with professional bodies are the areas to be checked to assess the competency of faculty members. The number of faculty members should be kept in consideration in relation with the courses taught.

C:1.3 Admission Procedure:

There are two types of admission procedures: (1) On the basis of merit, and (ii) on the basis of admission test and interview. Both the procedures have advantages and 

disadvantages. A well planned admission procedure which may contain both, should be introduced by the schools of Library and Information Science. The applicants may be scrutinised on the basis of marks of previous degrees/certificates but the final selection should be on the basis of written test and interview.

C.1.4 Curriculum

A well designed curriculum must be able to produce the professionals fit to perform all types of professional jobs in all types of libraries. The curriculum should have the subjects of common nature as compulsory subjects, for instance, administration, cataloging, classification, bibliography, reference service and of specialised nature as electives, i.e. management of academic, special and public libraries. In the degree level courses both the compulsory and elective subjects should be given a similar importance but in post-graduate courses specialised subjects should be given more importance in order to produce the high ranking professional to render specialised services. Proper place should be given to the inter-disciplinary subjects and new ideas leading towards innovation and regular research programmes leading to M. Phil and Ph.D. Degree.
C:1.5 Library Facility:

A well established library fitted with modern equipments able to prove itself a workshop for training information scientists, librarians and specialists for various types of libraries and a research laboratory for researchers is an important necessity of an institution. In the schools of library and information science it has one more function, that is, to be an example for the future librarians.

C:1.6 Building:

The building should be spacious located adjacent to library. It should have lecture rooms, seminar rooms and staff rooms for each staff member, research cubicles for research scholars and well organised library of the department of library and information science with future extension to be made according to needs at later stage.

D: FORMULATION OF STANDARDS

For the purpose of formulation of standards for Indian library schools, it would be useful to keep in view the standards duly accepted by the Council of the American Library Association. As stated above, the standards should cover syllabi, financial status, faculty, library facilities, library equipment, physical facilities, admissions policies,
administration techniques etc. There should be greater emphasis on qualitative criteria instead of quantitative ones. Library schools should aim to achieve standards as best as they can. The aim of standards is not to become prescriptive or doctrinaire but to stimulate library schools to achieve constant improvement through re-evaluation, experimentation and innovation. Standards need to be reviewed and revised from time to time to keep pace with changing conditions.

E: ACCREDITATION AND ACCREDITING AGENCIES FOR LIBRARY AND INFORMATION SCIENCE EDUCATION

With the undue increase in the number of library schools the quality of the training programmes has certainly got affected adversely. At present there is no system of accreditation as such of the library schools at the national level. The UGC is charged with the responsibility of ensuring and maintaining proper academic standards of higher education in the country, but until now its role has generally been of a recommendatory rather than of an accrediting body. The need for creating a proper system of accreditation has, therefore, been felt but a suitable mechanism for this purpose has yet to be devised.
Certain standards with regard to the number of full time teachers at different levels, their qualifications library science collections, number of non-teaching staff, physical facilities etc. have been discussed and useful recommendations have been made by the various workshops/seminars/conferences held from time to time and also by UGC panel on library and information science. In the various seminars great interest was expressed in the possibility of devising some means of achieving academic standards for the Indian Library Schools. The issue of accreditation has been discussed in detail but without reaching any positive conclusion. So it is here that our thesis is going to work out these accreditation policies.

The best approach to achieve standardisation of LIS education would be to apply accreditation. As stated in the beginning of the thesis that accreditation refers to approval or recognition of programmes of education and examinations, conducted by institutions, on the basis of certain laid down standards, by an outside organisation having high standing.

While collecting the comments, based on questionnaire from the eminent library professionals from the different LIS schools in India regarding the accreditation, it was
stated by all the great personalities that accreditation is essential in order to have better standards for LIS education in India.

Regarding the Accrediting Agencies, it is a matter of wide discussion to select a body which may be able to do the accreditation. While collecting the views regarding the accrediting agencies, the various agencies were recommended as accrediting agencies. Most of the persons recommended that UGC or ICALISE should take the responsibility of accreditation of LIS education in India and other agencies which were recommended are: (i) Indian Library Association, (ii) National Committee consisting of members from faculty, professional associations, libraries, (iii) Association of Indian Universities, (iv) IATLIS, (v) National University of Library and Information Science, (vi) Inter University Board, (vii) Association of Library and Information Science Schools. It is in the light of these recommendations that emphasis can be laid either on UGC and ICALISE as an accrediting agencies. However, agencies like ILA which the library professionals believe to act as an accrediting agencies can be discussed briefly as some want to follow the ALA pattern.

E:1. Indian Library Association:

Our national professional association Indian Library Association could take up this activity. This could avoid
the interference of the government or any of its agencies. The activities of the Association would be under the close scrutiny of its members and it will be possible for the whole profession to join in the formation and review of such programme.

It may be noted, however, that like Library Association of U.K., the Indian Library Association does not maintain a register of librarians, nor has it any authority in its constitution. Keeping in view the inability of the Association to establish proper full-time headquarters and staff, its financial position, its limited membership, it is not probable that the Association could take active part in the process of accreditation. Besides, its political overtones cannot be eliminated which will not be useful for proper health of the library schools.
E:4. Indian Council for Accreditation of Library and Information Science Education (ICALISE):

It was resolved at the National Convention on Library Science Education held under the auspices of the Indian Library Association in 1976 that: "To maintain uniformity in the standards in the programmes in the country, the Government of India be requested to create a Library Science Council on the pattern of the Indian Medical Council"

The Indian Medical Council Act, 1933, authorizes the Council to be furnished with the information regarding the curricula, modes of examinations and practical work, followed in medical colleges in the country. The Council has powers to appoint inspectors to visit medical institutions, attend examinations, and grant recognition to the qualifications and the institutions, to ensure that the persons with these qualifications possess the knowledge and skill requisite for the efficient practice of medicine.

A National Seminar on Accreditation of Library and Information Science (LIS) schools in India, sponsored by the University Grants Commission, New Delhi was organised at Nagpur by the Department of Library and Information Science, Nagpur University, Nagpur during 7 to 10 March, 1994. The seminar also stressed the need for establishing an independent national council which may be named as Indian
Council for Accreditation of Library and Information Science Education (ICALISE). On the basis of various discussions it is proposed that the various components of ICALISE should be as under:

I:4.1 Constitution of the Accreditation Committee:

Members:

The ICALISE may be composed of at least 23 or odd members representing the following categories that are concerned with LIS education:

One representative each from:

a) the Indian Library Association (ILA);

b) the Indian Association of Special Libraries and Information Centres (IAS LIC);

c) the Indian Association of Teachers of Library and Information Science (IATLIS);

d) the Society of Information Science (SIS);

e) the Association of Government Library and Information Systems (AGLIS);

f) the University Grants Commission (UGC);

h) Five in each representatives from the universities offering LIS courses from the 5 zones by rotation, representing Northern, Eastern, Central, Western and Southern regions of India;

i) One representative from DRTC/INSDOC;
j) Five eminent ex-service professional persons to be nominated from the field of Library and Information Science from the regional schools of library and information science, leading libraries, information centres, polytechnics etc. by rotation. The rotation will be according to year of establishment;

k) One member to be nominated by ICALISE as Member-Secretary;

l) One member each from central universities and open universities;

m) Two members to be co-opted by the council to represent any unrepresented group of schools;

Chairman:

The Chairman be elected from amongst the members nominated above.

Terms:

(a) The Council, Chairman and Member Secretary will hold the office for a period of three years; (b) The Committee shall be reconstituted before the expiry of the term of the Council in office; (c) A person can hold the office of Chairman or member secretary for not more than two consecuting terms.

8:4.2 Location of Secretariate:

The Secretariate of (ICALISE) be located initially at the office of the ILA.
E:4.3 Levels of Courses to be Covered:

LIS courses at all levels be covered under accreditation programme.

E:4.4 Purposes of Accreditation:

Different purposes for which the accreditation programme is to be started are enunciated as follows:

i) General improvement of professional education;

ii) Constructive evaluation;

iii) Providing advice and assistance in developing and administering standards;

iv) Enabling continuous re-examination and revisions of its policies and procedures;

v) Bringing out uniformity and consistency;

vi) Spell out adequacies and lacunae in LIS schools;

vii) Encourage experimentation and innovations in teaching;

viii) Emphasise on quality and quantity;

ix) Laying down minimum requirement consistent with the need in the education for LIS personnel;

x) Standards should emphasise key criteria that represent elements of the most importance;

xi) Providing advice and guidance as well.

E:4.5 Methods of Formulating Standards:

The task of evolving and formulating standards be entrusted to ICALISE and that these be reviewed/revised
every 3 years by its sub-committee to be constituted by the council and adopted finally by the council.

**E:4.6 Types of Schools to be Accredited:**

All types of LIS schools falling under following categories be subjected to accreditation:

a) University Departments;
b) Schools run by affiliated colleges;
c) Schools run by Library associations;
d) Open Universities;
e) Schools run by autonomous bodies;
f) Schools run by DRTC/INSDOC etc.
g) Polytechnics offering library and information science programmes.

**E:4.7 Standards for Different Types of Schools:**

There should be uniform basic standards for standards for different types of schools.

**E:4.8 Application for Evaluation:**

The application for evaluation be sent once in 3 years to the ICALISE, alongwith the following documents:
1) Self-study Report (based on the proforma supplied by ICALISE;

ii) Prospectuses;

iii) Syllabi;

iv) Workbooks, Manuals etc.

E:4.9 Visiting Team:

(a) Visit of the evaluation team be compulsory;
(b) the actual expenditure incurred for the visit shall be borne by the LIS schools; (c) the members of the visiting team be nominated by ICALISE, (d) the visiting team should be instructed to consider carefully the following points before preparing its report:

i) Study of the documents sent along with the application;

ii) The team should have familiarity with standards;

iii) Assessment should be objective;

iv) It should have only healthy criticism;

v) Duration and date of the visit should be specified.

E:4.10 Work of the Visiting Team:

The visiting team should perform following tasks:
a) Hold conference with members of the Faculty, students and authorities;
b) Observation of physical resources;
c) Visit to classes and observe methods of instruction;
d) Examination of records;
e) Holding meeting with alumni and non-teaching staff;
f) Observation of Academic contribution.

Team Report:

The work of preparing team report may be distributed between different team members and that the format of the team report should contain:

a) Introduction;
b) Description of the Programme;
c) Evaluation;
d) Specification of strong and weak points;
e) Recommendation with action to be taken by (i) ICALISE; (i) LIS schools;
f) Development Imperatives.

E:4.11 Action on the Report:

Following actions are contemplated on the report:
a) Approval of Report by ICALISE;  
b) Response from LIS schools;  
c) Compliance from LIS schools;  
d) Granting of Accreditation.

4.12 Appeal etc.

The necessary provisions be made on:

a) Right to appeal giving reasons on the decision of ICALISE;  
b) Appointing Reappraisal Committee to hear the appeal;  
c) Preparation of report with appropriate comments and instructions.

4.13 Reaccreditation:

a) The accreditation may be granted for 3 years;  
b) Reapplication for accreditation may be made after a period of one year.

4.14 Costs:

a) An amount of Rs. 1000/- be charged towards application fee;  
b) Actual expenditure incurred be charged for site visit. For annual review, an amount of Rs. 1000/- be charged.
E:4.15 Report to the Profession:

There is a need to appraise the LIS profession regarding accreditation programme and this be done by (a) bringing out publications such as annual reports, newsletters etc. (b) presenting report at library conferences etc.

E:4.16 Relations with Other Agencies:

The ICALISE should be in constant touch with other bodies concerned with accreditation programme and also with other universities in developing norms, monitoring the same, communicate and exchange views on problems, identifying inadequacies and lacunae, in keeping up to date norms and liaison, and negotiate for provision of suitable facilities in LIS schools.
UGC's role in accreditation of library and information science education:

Co-ordination and maintenance of standards in teaching and research are the statutory responsibilities of the university Grants Commission and in this connection it consults the universities as well as experts on its various panels. The Commission has taken a number of decisions to foster better standards of education — for example by framing the regulation regarding the qualification of teachers at the time of recruitment, or providing guidelines for minimum examination reform, or advice to the universities that the number of days on which classes are held should not be less than 180 in a year. The Commission has also been pressing for modernisation and relevance of curricula and methods of teaching which require students to do assignments, tutorials, projects or field work — exercising their initiative and creativity.

The University Grants Commission has not so far succeeded in determining and maintaining standards in different subjects being taught at Indian Universities. The UGC Review Committee in Library Science recommended certain norms for library education in 1965. In the foreword of the printed report, the then Chairman of the
UGC says: "This is a report by the Review Committee appointed by the University Grants Commission to review the standards of teaching and research in library science in the universities... I have no doubt this report will be of wide interest and utility to teachers of library science and to the universities and colleges generally." It was merely a recommendation. There was no mechanism to enforce it. Although the UGC does give grants to encourage those who want to attain the standards recommended, it does not penalize in any way the institutions of library education which do not do anything to come up to the recommended standards and continue merely in their own way granting their degrees to numerous students.

There is a clear case for emphasizing upon the UGC the need to discharge its statutory responsibility for the determination and maintenance of standards.

As stated above that the UGC Review Committee under Chairmanship of Dr. S.R. Ranganathan submitted a report entitled "Library Science in Indian Universities in 1965." The recommendations are far reaching in nature. Covering minimum qualifications for admission, methods of teaching, examinations, working hours, minimum qualifications for teachers, staff requirements, physical facilities, funds etc.
Recommendations were made by (1) All India Workshop on Methods of Teaching and Evaluation in Library Science, May 15-30, 1973 and (ii) All India Seminar on Library and Information Science Education in India, October 3-8, 1977, both organised by the Department of Library Science, University of Delhi. Some of these recommendations were adopted by UGC Panel on Library and Information Science at its meeting held on December 17-18, 1979. These recommendations came much later than the report of the UGC Review Committee (1965), therefore, these have taken into consideration, changing needs. However, these need to be discussed widely by the profession. These may form basis for the standards to be laid down for the purpose. A brief discussion of the significant recommendations is given as follows:

**F1: Syllabi:**

UGC Review Committee (1965), in its report outlined a scheme of papers, constituting the basic essentials of the B.Lib.Sc. and M.Lib.Sc. Courses. In 1982, a proposed syllabi for BLIS, MLIS and M.Phil. prepared by Prof. P.B. Mangla, the then member, UGC panel on Library and Information Science, was circulated by UGC. 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 Masters levels.

It would be wise to expect a model syllabus to be followed uniformly by every library school in India, with provision of certain elective papers covering regional, technical and social needs of the society. A model syllabus should provide broad guidelines for both core and elective papers for BLIS, MLIS and M.Phil programmes so that we will have unity in diversity. Every library school should have the internal autonomy to modify the syllabus based on availability of resources, specialisation, convictions and interests of the faculty as well as teaching methods used by them, manpower needs of the region, etc. The syllabus of a library school should be designed by the faculty covering topics which are considered important by them and by the profession. Each school should develop its emphasis and specialisation which would reflect the temper of the school.

Adoption of a model syllabus by all the library schools to achieve parity standards between different library schools is a sound suggestion provided it has provision for local changes. The aim to achieve uniformity of standards should be considered to mean uniformity of course content but not
the rigidity in elective papers and their contents. The basic idea should be to device means to monitor academic standards as reflected in the syllabus and practised through actual teaching of the same. However, the standards for syllabi can lay down certain objectives, which must be fulfilled.

**F:2 Budget**

UGC Review Committee (1965) recommended that "We consider a lump initial provision of Rs. 50,000 for books and a recurring provision of Rs. 8,000 per annum as the minimum requirement for a department of library science". Due to rise of book prices and increase in the number of books being published in the field of LIS, this amount would be found inadequate.

The panel has recommended the following budget:

<table>
<thead>
<tr>
<th>Recurring</th>
<th>Non-Recurring</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Department's Library</td>
<td>Rs. 75,000/- p.a.</td>
</tr>
<tr>
<td>b) Workshop/Laboratory</td>
<td>Rs. 25,000/- p.a.</td>
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</tbody>
</table>
The budget recommended by the panel does not seem to be reasonable for a department running B.Lib.Sc. and M.Lib.Sc. Courses due to price hike. Besides, a library school running M.Phil and Ph.D. programme may find the above provision further inadequate. Therefore, it is suggested that an additional provision for recurring expenditure to the tune of Rs. 50,000/- p.a. and Rs. 1,00,000/- p.a. may be made for a school running M.Phil and Ph.D programmes respectively. Finance is a quantitative factor but is extremely difficult to interpret scientifically. It may be kept in view that a costly programme is not necessarily superior to a less costly venture. However, in order to achieve quality, money is essential to get highly qualified and experienced faculty and to build up necessary facilities required for achieving educational excellence and keeping Deptts/schools of LIS up-to-date with latest equipment.

F:3 Staff Requirements:

UGC Review Committee recommended, "a staff student ratio of 1:10 at the B.Lib.Sc level and 1:5 at the M.Lib.Sc level as reasonable. Here staff means full time staff. In our view, a department of library science conducting the B.Lib.Sc. should have a minimum staff of reader and two
lecturers and a department conducting M.Lib.Sc. course should have a minimum staff consisting of one Professor, two Readers and four Lecturers. The old practice of employing the university library staff as part-time teachers should be discontinued as early as possible. However UGC panel on library and information science raised the staff requirements as given below:

   a) Strength: The department conducting only BLIS course and having not more than 40 students would require the following minimum full-time teaching staff: (i) Professor one, (ii) Reader one, and (iii) Lecturers three. In case the number of students exceeds 40, provision should be made for one additional teacher for every ten students or a fraction thereof.

   (b) A department conducting both BLIS and MLIS courses and with not more than 40 and 15 students in each class respectively, requires the following minimum full-time teaching staff: (i) Professor one, (ii) Readers two, and (iii) Lecturers five. In case the number of students exceeds 15 in the MLIS class, the provision should be made for one additional teacher for every five students or fraction thereof (preferably Professor or Reader).

   The staff requirement laid down by the panel is a reasonable one. It is essential that UGC should implement
this recommendation to existing library schools as well as in the case of library schools to be started in future. It may be added that staff position has improved a great deal from 1965 onwards. The number of full-time teachers has shown an increase. At the same time, the number of part-time teachers has come down. Still we have to do a lot in the improvement of staff requirements.

4 Physical Facilities:

UGC Review Committee (1965) recommended the following facilities:

a) Two lecture rooms;
b) One practical or laboratory room;
c) One reading room;
d) Staff rooms for individual teachers;
e) One seminar room;
f) One room for demonstration and use of library equipment;
g) One office room.

UGC panel recommended the following physical facilities:

a) For BLIS course having not more than 40 students:
   a) Separate rooms for each teacher
   b) Lecture hall with about 80 seats
   c) Classroom each with about 15 seats
   d) Seminar rooms each for about 15 students
e) Library-cum-reading hall 1
f) Workshop/laboratory room 1
g) Audio visual aids room 1
h) Common room for students 1
i) Office room 1
j) Store and records room 1

2) Additional space requirements for MLIS course having not more than 15 students:
   a) Separate rooms for each teacher 4
   b) Seminar room with about 20 seats 1
c) Classroom 1

3) Additional space requirement for M.Phil course:
   a) One additional classroom for regular teaching purpose and rooms for additional lecturers.

The recommendations made by the panel are liberal, meant to raise the standard. In actual practice, hardly any library school comes up to this standard. The recommendation of the panel is a standard one and should be followed. For a BLIS course, 5 lecture hall/classrooms/seminar rooms have been recommended, whereas most of the library schools have just one classroom for a BLIS course. If such a library school is able to manage two classrooms, it would be considered reasonable enough. A library school having BLIS and MLIS course should have three classrooms. In case a school is also running M.Phil course, then these classes should be
held in the rooms of the individual teachers. The basic assumption being that each teacher should have a separate room and number of students in M.Phil class should not exceed six for Professor, 4 for Reader and 3 for Lecturer.

As we have seen accreditation of library education in USA exists in a well planned way and in UK also accreditation exists but not under any particular distinctive title. In India accreditation of library schools has been discussed in several conferences, seminars and meetings without reaching any positive conclusion. It is a serious issue requiring careful study if it is suspected that the academic qualifications issued by one university entail much more (or much less) in the way of academic rigor and quality of teaching input than those in another. We should see that there is very little difference in academic standards.

To hold a BLIS or MLIS from one University ought to imply a roughly similar standard of attainment to that of other universities. If it does not, then the whole university system in a country is in danger of becoming discredited in the eyes of the outside world unless some clear system of certification of the standards of library schools can be devised to distinguish those schools which attain certain minimum academic and professional standards from the rest.
There are some schools in the country which have been admitting as many as 50, 60, 80 and even 100 students for the BLIS course and 20, to 30 for the MLIS. Rangnathan has correctly said: "It has become a matter of prestige for some university librarians and even for some universities to open a Department of Library Science with MLIS too, without any thought on the availability of qualified teachers or to what should be taught or how it should be taught in a post-graduate course for a learned profession". Now-a-days there is a race of starting M.Phil and Ph.D. programmes without looking into the availability of necessary requirements. However keeping in view the job requirements and professional advancements these courses are essential.

All of us are aware that professional education for librarians and information scientists is largely provided by the universities in India. When we examine the contents of curricula of different library schools, we see that there are large number of variations. As long the knowledge grows, the curriculum of any professional education is to be revised periodically in order to incorporate latest ideas and concepts. The changes and developments which are taking place in modern world emphasize the constant evaluation of courses in order to maintain high academic standards.
Presently, the conditions which we are having in India regarding the library science education, there were similar conditions in USA which led Charles C. Williamson to recommend accreditation of library education in USA in order to maintain high academic standards. If we want to improve the quality of library education, then some way must be found to control and standardize library education.
The programme of Action of National Policy on Education, 1986 has proposed the establishment of an Accreditation and Assessment Council (AAC) for maintaining and raising the quality of institutions of higher education. In order to prepare a detailed report on the proposed Accreditation and Assessment Council, the University Grants Commission (UGC) constituted a Committee with Dr. Vasant Gowariker as the Convenor in November, 1995. The Committee submitted its report in 1997. The UGC after receiving the report, decided to conduct workshops in different regions and asked some identified universities to conduct workshops on the concept of Accreditation and Assessment. It appears that a few workshops have been organised. But, the outcome of these workshops and the policy decision of the Government in implementing this structure is not known yet. It is, therefore, felt that a national debate on the proposed council and the issues involved in the establishment of the Council need to be initiated.

The Report of the Committee on Accreditation and Assessment council has been divided into the following main headings:

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Let us discuss the above headings one by one as stated in the Report, from the next page.
1 Introduction:

In introduction the Report states what is wrong with Indian Universities is that they are not generative. They do not give rise to a vital and self supporting intellectual life. Though it is true that they do not have realistic funding, their achievement is still not proportionate to the time, effort and intellectual resources expended on them. Perhaps the major cause of their failure is the manner of their governance, which does violence to the operations of mind and the growth of knowledge. Academic institutions must be built around the principle of intellectual autonomy. Most of ours are not.

Historical roots of the mediocrity of Indian higher education can be traced to the exigencies of British rule, in the need to contain the dangerous potential of self-rule in the realm of ideas. The present structures are descended practically unaltered from that time. The governance of universities is part of a larger pattern, the command-and control style of bureaucracy, which was established in the interest of British supremacy and which still continues to dominate our public life.

2 Management of Higher Education:

The Report states that Command-and Control management entails a hierarchical notion of "accountability" and top down
initiative. Goals and values are formulated from the outside, and the various ways in which their implementation can go wrong are taken into account and sanctions are provided against these. The governing attitude is suspicion. Dignity and authority are vested largely in the supervisory levels, most of all in the remote government bureaucracy, and next to none with working academics. Intellectual and pedagogical initiative are stifled, and experimentation, innovation and the finding of appropriate responses to local circumstances become impossible. The goals of universities get pitched at a very modest level, to achievements peripheral to the real purpose of a university such as the regular holding of examinations and the announcement of results. The management of universities gets reduced to a law and order problem, with a limited and crude repertoire of political bureaucratic actions to bring them to a semblance of control.

The situation of colleges is particularly bad, because of their subordination to affiliating universities. This suffocates the initiative of college faculty and denies them the necessary control over the circumstances of their work. On the other hand, factors like the recent raising of the college entrance age with the addition of two years
of secondary education and the raising of lecturer qualification to the doctoral level have made the issue of academic autonomy at the college level both more urgent and more promising.

There is an alternative style of management to the command and control, hierarchical bureaucratic method. It is a style which has been demonstrating its superiority worldwide, not just in the academic realm but in business and government as well. It means putting people first. In the words of one of the leaders of the Japanese ascendency, "To motivate people, you must bring them into the family and treat them like respected members of it". A system which does this is decentralized, democratic and facilitative.

In the academic sphere the first postulate of the new system is the authority and dignity of the working academic. Once this is conceded, the organizational patterns that are coherent with it follow naturally. These include collegiality in the life of the department and of the institution, and the derivation of administrative authority from departmental and faculty councils.

Though it is widely conceded that nothing worthwhile can be accomplished without academic autonomy, the tendency is to let the fear of potential abuse lead back to the bureaucratic-hierarchical system.
The Report states that as a way to assure the effectiveness of academic institutions while maximally supporting academic self-regulation, the programme of action of the National Policy on Education 1986 has called for the setting up of an autonomous Council on Accreditation and Assessment. The accreditation policy forms part of a reform which must be viewed as a whole and whose other important aspects include the provision for autonomy of colleges and the projected National Testing Service.

While the central motive to the accreditation system has come from the requirements of college autonomy, it also answers the need for a systematic and regular means for assuring that colleges and universities are functioning effectively.

The hierarchical-bureaucratic approach to possible academic abuses is like administering a dope-test while the race is still on. The system of institutional accreditation, on the other hand, is based on first giving an institution the maximum freedom in defining its goals and the means to achieve them, and then examining it closely, as a whole. The crucial difference from the bureaucratic
system with its cumbersomeness and enforced uniformity is made possible by reliance on the faculty of judgement, in particular the judgement of responsible educators who know what academic excellence is through their own participation in it. They are able to evaluate the institution as a whole and to assess its parts in terms of their functional relation to this, and they are not constrained to see those parts only in terms of adherence to some preconceived bureaucratic prescription.

Operationalisation of an effective system of accreditation in the country will gradually lead to the establishment of norms and criteria for institutional performance assessment, and methodologies and tools for systematic institutional self-study and self-evaluation. Moreover, institutions themselves will collectively benefit through integration of this element of assessment into the institutional culture.

G:4 Important Features of an Accreditation System:

The Report states that the institutional accreditation originated in the United States and has existed there in close to the present form for some decades and is also to be found in Canada and Japan among others. The division of
authority and responsibility between central government and states in the field of higher education is similar in North America and India. Some of the main features of an operational institutional accreditation system which commend themselves are the following:

1) Institutional accreditation, the recognition of the performance and integrity of an educational institution, is granted by an association of institutions of higher education. Accreditation means membership in the association, and the accrediting commission of the association is elected by the institutional members.

Accreditation, which is the assurance by a non-governmental body of the quality of an educational institution, must be distinguished from the granting by the (state or federal) government of a charter or licence to an institution legally, enabling it to award degrees. An institution must have a charter before it can be accredited.

ii) Institutional accreditation is a means for the self-regulation of the academic profession, with minimal political and bureaucratic interference.

iii) Institutional accreditation does not imply that accredited institutions have a similarity of goals or uniformity of process or that they are comparable. It permits diversity and innovation.
iv) The first part of the accreditation process is a self study by the institution, involving in this activity all of its major constituents including faculty, students and administration. Included in this process is the sharp defining by the institution of its primary mission or goals. This must be soundly conceived, it must be realistic as well as appropriate to the collegiate level.

v) The second part of the accreditation process is an onsite evaluation by a team of professional educators (faculty and administrators). Though they have the help of published association policies, their main reliance is upon their own experienced judgement. Institutional evaluation is ultimately subjective.

vi) Institutional accreditation indicates that, in the judgement of responsible members of the academic community, an institution's own goals are soundly conceived and appropriate, that its educational programmes have been intelligently planned and are competently conducted, and that the institution is accomplishing the majority of its goals substantially and has the resources to continue to do so for the foreseeable future.

vii) Institutional accreditation is a matter of 'yes' or 'No' to the institution as a whole. It embraces all educational endeavours conducted by a single institution regardless of its complexity. Institutional accreditation must be distinguished from
specialized or professional accreditation, where the latter applies, institutional accreditation is usually a prior necessity. Institutional accreditation must also be distinguished from the nation wide comparative assessments of departments in a particular discipline. This is usually carried out by a professional association in that discipline.

11) In order to be accredited an institution must meet the Association's qualitative criteria for the assessment of institutional effectiveness in each of the principal areas of institutional activity and responsibility, as follows:

a) Institutional Mission and Objectives;
b) Evaluation and Planning;
c) Organization and Governance;
d) Programmes and Instruction;
e) Special Activities;
f) Faculty;
g) Student Services;
h) Library and Learning Resources;
i) Physical Facilities;
j) Financial Resources;
k) Ethical Practices;
l) Publications and Advertising.

12) The accreditation agency is not simply a body for the assurance of educational quality. The process of accreditation encourages institutional improvement through continual self-study and evaluation. Accreditation agencies develop criteria and guidelines for assessing institutional effectiveness. And the expert criticism and suggestions of the evaluating team are invaluable.
x) Developing or newly applying institutions can, prior to accreditation, be awarded candidate status on satisfying certain criteria. These requirements of candidature concern institutional characteristics largely capable of objective verification. Candidature is usually granted for a two year term. If progress is being made, candidacy can be extended for up to six years.

xi) Accreditation must be periodically reaffirmed, within a period of five years after initial accreditation, and within ten years thereafter. Accrediting bodies reserve the right to review member institutions any time for cause. They also reserve the right to review any substantive change in the institution, such changes are reviewed within two years after the changes become effective. An accredited institution which shows serious weakness in one or more areas, but which also shows firm potential for remedying the deficiencies, may be put on probation. Accreditation continues, but generally for a sharply reduced term.

xii) The accrediting associations are institutional membership organizations supported by annual dues, from the candidate and accredited institutions. They elect the accreditation commissions, the bodies which make the final decision on accreditation after receiving the institutions self-study report and the report of the evaluation team.

Expenses for accrediting activities are borne by the institution on a cost basis. This is kept low by the extensive use of volunteers on evaluation visits.
A typical commission consists of sixteen members who are elected at the Annual Meeting for staggered three-year terms. Provision is made for different types of institutions and the general public to be represented on the commission. Commissioners serve without compensation, and those who are institutional representatives are currently active on the faculties or staffs of institutions accredited through the commission. The commission normally meets four times a year, but various committees may meet more frequently. The day-to-day activities of the commission are conducted by a Director of Evaluation, professional staff, and support staff.

xiii) Though accreditation agencies are non-governmental, their accreditation has come to be recognized as a necessary qualification for eligibility to receive federal funds. The federal government in turn recognizes, for a four-year duration, those accrediting agencies which it finds to be a reliable indicator of educational quality.

iv) Despite the diversity of accredited institutions, there are some substantive curricular requirements that they must all meet, most notably a coherent and substantial programme of liberal or general studies, amounting to no less than a quarter of all course-work in a four-year undergraduate programme. This requirement is also extended to post-graduate degrees, in the sense that undergraduate work with a sufficient general education component must at least be a pre-requisite to those post-graduate programmes.
Steps Toward An Accreditation System in India:

1) The Report states that these above features of an operational accreditation system will serve as benchmarks in establishing a system of institutional accreditation in the Indian context as a means of reorganising the assurance of educational quality, of making expert academic consultation widely available, and as a way of mobilising local initiative and energy through self-definition and continual self-appraisal.

11) The initial impetus for an accreditation system will come from the UGC, through its selection of a group of about twenty good autonomous institutions for initial candidacy.

Until such time as twenty institutions are accredited, there will be a provisional Accreditation Association made up of candidate institutions, the original twenty plus those that are later admitted into candidacy. After twenty institutions are accredited they will constitute the core of the Accreditation Association or Accreditation Council, and candidate institutions will thereafter have observer status. The Association will be an autonomous, self-governing body - to begin with, a registered society. It will meet once a year.

Each institution's representative to the Annual meeting of the Association will be appointed by the administrative head of the institution, the Vice-chancellor or the Principal. At the Annual meeting the representatives will elect Commissioners
the members of the Accreditation Commission, the body which will make the final decision on accreditation. The Commission will comprise fifteen members serving three-year terms. Eventually, the appointments will be staggered, with about one third of the positions being vacated each year. Commissioners will be drawn from institutions of different types as well as from outside the academic world. From among these the Association representatives will at their first meeting elect a Chairman of the Commission and an Associate Chairman for one-year terms. Subsequently, the Associate Chairman will succeed the Chairman, and a new Associate Chairman will be elected annually. The Commission will meet about four times a year.

The Accreditation Commission will with the consent of the University Grants Commission, initially and then whenever necessary appoint a Director of Evaluation, who will conduct the day-to-day activities of the commission with the help of a secretariat of professional and support staff. The Director's term will normally be five years, but can be terminated earlier for valid reasons by the Accreditation Commission. His status, method of appointment and terms and conditions of service will be comparable with those of a Vice-Chancellor of a university.

The Commission will also, with the consent of the University Grants Commission, appoint an Associate Director of Evaluation, who will report to the Director. He will normally succeed the Director.

The Director will supervise the codification of the principles, guidelines, methods and observations of the accreditation agency into Handbook, and will
submit these to the Commission for its approval.

The Director will draw up a list of potential evaluators, with critical biographies, for the approval of the Commission. The accreditation agency will keep on file a list of at least a hundred approved evaluators. They will serve in an honourary capacity. The other terms of their association with the Commission, will be determined by the Commission.

The ultimate decision on accreditation will be made by the Commission after seeing the self-appraisal and evaluation reports and related material.

The Accreditation Association will eventually be encouraged to function on a zonal basis, for reasons of tractability and economy.

iii) The following are some of the major points on which an institution will face scrutiny in the process of accreditation, and which it will address in its self-appraisal:

a) **Institutional Mission and Objectives:**
   These should be practical, appropriate to the university/collegiate level, and socially responsible.

b) **Evaluation and Planning:**
   There should be sharply defined institutional goals and effective mechanisms for periodic, systematic self-evaluation, planning and review of objectives. The process should take into account state and central plans.
c) **Organisation and Governance:**

There should be published a clear statement based on the acts and statutes defining the respective powers, functions, responsibilities of each organisational component (Senates, Executive Council, Academic Council, governing board, administrative officers, faculty, departments, students and other constituencies) and their inter-relationships. Provisions for the distribution of authority and responsibility should be depicted in an organisational chart that represents the actual working of the institution. The faculty must have a major role in shaping and conducting academic policy. There should be provision for the consideration of student views in matters of direct and reasonable interest to them. The public interest should be adequately represented in the determination of the overall policies of the institutions.

d) **Programmes and Instruction:**

Every undergraduate programme whether professional, specialised or general ought to show an appropriate regard for the humanities, natural sciences and social sciences. Usually, at least a quarter of each student's programme should consist of courses in these areas, but experimentation with other ways of meeting the end of well-roundedness should be encouraged. Courses should adhere to clearly defined institutional standards of scholarship. There ought to be appropriate means for monitoring the effectiveness of the educational programmes. (The development of some of these, such as a National Testing Service, will be the job of educational bodies and authorities outside the institution).
There should be some systematic procedures that tend to assure that assessments are fairly awarded while at the same time preserving the integrity of the educational process. There should be some means of assuring that the number of sessions planned for a course are actually held, and that the students and teachers are fulfilling their responsibilities in respect of the course.

e) Faculty:

The qualifications and numbers of the faculty should be adequate to discharge their academic responsibilities. Their recruitment, promotion, retention and security of tenure and other conditions of service, particularly the teacher’s academic autonomy, in determining the content of the course, the teaching method and the method of evaluation, should be at a level consonant with the dignity of the academic profession. There ought to be formal or informal forums for open communication amongst the faculty and between faculty and administrative officers.

f) Student Services:

There should be an orderly and ethical admissions procedure, and compliance in spirit as well as law with special provisions for disadvantaged groups. Academic, personal and career counselling services, grievance-redressal services, health services and services for foreign students and the handicapped should be available. There should be clear published statements on student rights and responsibilities. Current information about graduates and their progress in careers should be mentioned, and the interest of alumni in the development of the institution encouraged.
g) **Library and Learning Resources:**

Books and non-print materials and library services, study space and staff should be adequate to the educational programme and there should be systematic planning for future needs.

h) **Physical Facilities:**

Buildings, grounds and equipment should be adequate to meet the needs of the institution. They should be well-maintained and aesthetically pleasing. Classrooms and laboratories ought to be properly equipped and adequate in number and size.

i) **Financial Resources:**

The institution should be financially stable, with sufficient resources to carry out its objectives into the foreseeable future. It should have control of its financial resources and budgetary procedures and be free from undue influence or pressure from external funding sources. There should be a clearly defined and consistently implemented process by which the budget is established and resources are allocated. There should be a yearly external audit, reviewed by the appropriate individuals or groups in the institution.

j) **Ethical Practices:**

In all its dealings the institution should show concern for basic values and observe the spirit as well as the letter of legal requirements.
k) **Publications and Advertising:**

The institution should publish a catalogue or handbook describing clearly and accurately its objectives, its admission policies, each academic programme or course of study, the requirements for a degree or other recognition, the members of the faculty with their academic qualifications, the fees and charges, the refund policy, the learning and physical resources, and other information the institution considers significant.

iv) The Accreditation Agency should be a self-financing institution. Its recurring expenditure should be met entirely from the membership fees paid by member-institutions. The fees paid by the institutions should be accepted as an admissible item of expenditure for purposes of grants-in-aid to them. The initial expenditure on setting up the Accreditation Council should be met by the UGC for a period of three years.

v) Within five years of the setting up of the Accreditation Council, only accredited institutions will be eligible for central funding. Some painful decisions will have to be made, but if there is to be any point to an accreditation system, it must be operated with great integrity and therefore, there must be no exceptions.

State governments will be free, as before, to found, charter or recognise, and to fund, new institutions, but those institutions will not receive any central funds until they become accredited. Funding, development or support of as yet unaccredited state institutions will be entirely the concern of the states.
For the founding of a new central institution, separate funds will be allocated to sustain it until it wins accreditation, and planning for the new institution will be undertaken with the requirements of candidature in mind. If a central institution fails to win accreditation, even after a reasonable period of time and investment of funds the Accreditation Council will recommend its closure.

vi) The implications of non-accreditation and loss of accreditation, including the consequences for faculty and past and present students, must be spelled out in advance and publicised.

Denial or loss of accreditation must not come as a surprise. Consultancy services recognised by the Association should also be available to provide any early warning of deficiencies and advice in dealing with them.

vii) The right to academic self-determination of the individual academic, the department, and the college or university is fundamental. The prima facie satisfaction of it (as evidence, for example, by the rule and composition of the statutory bodies of the institution) will be a requirement of candidature.

viii) Autonomy is not a prize for the deserving. It is a pre-condition for any worthwhile work. So it cannot be made a consequent to accreditation or even to candidature, but must precede them.

The accreditation system is designed, above all, to make college (and university) autonomy possible by shifting to a mode of accountability that is horizontally rather than vertically organised, and which therefore does not stifle local initiative.
The current UGC guidelines on autonomy envision two degrees of autonomy for colleges. The first, more properly designated "Semi-autonomy", is under the aegis of the erstwhile affiliating university, which, along with other external agencies, has its representation on all the college's statutory bodies. Semi-autonomy does not go far enough in enabling teachers to determine their work situation, alienating them from their jobs. And it makes the statutory bodies cumbersome and open to manipulation by persons without a legitimate stake in them. Semi-autonomy, then, though it is a great improvement over affiliation, should be seen as a stop-gap arrangement.

After the accreditation system is in place, colleges should be in a position to avail of the second, more complete degree of autonomy, under conferment of "deemed university" status from the UGC, a possibility envisioned by the UGC guidelines and also by the National Policy on Education, 1986.

As for affiliated colleges proper, as distinct from semi-autonomous ones, none of them can be granted candidature by the accreditation system because their set up is by its nature too violative of individual and departmental academic autonomy. Since accreditation involves a 'yes' or 'No' to the institution as a whole, no matter how complex it is, affiliating universities will themselves not be eligible for candidature until they have divested themselves of these colleges at least to the extent of semi-autonomy.

Since, within five years of the setting up of the Accreditation Council, only accredited institutions will be eligible for central funds, the goal of autonomy (or semi-autonomy) is envisioned for all colleges by then.
Some of the conditions for the granting of autonomous status by the UGC will be similar to the conditions for the granting of candidature by the Accreditation Council. Nevertheless, these conferments by two distinct bodies should be kept distinct.

There are a variety of causes which will keep an institution from accreditation, and the appropriate response of the concerned authority will vary accordingly. In most cases what is called for will be a matter of reorganisation and some additional finances, but not very substantial expansion of faculty and facilities. But some present institutions are simply too small to be able to offer a satisfactory educational programme particularly in light of the claims of general education. In such cases, consolidation with other institutions would be called for.

An emphasis on general education will be a primary concern of the accreditation system and will be enforced as a requirement of candidature. There is no other way to realize a large number of the curricular goals enunciated in the National Policy on Education 1986. Every university/college must make the student aware of the range of human knowledge, it must increase the student’s capacity for the organisation and expression of thought, it should provide an opportunity for the development of basic learning skills and foundations necessary for success in mastering advanced specialised subjects matter, it should develop within students the capabilities of forming independent judgement, weighing values, and understanding fundamental theory and it should encourage the pursuit of lifelong learning.
The value of elective courses, within the field of specialisation but more especially outside of it, should be emphasized, as this is the primary foundation of interdisciplinary study, which the new educational policy is committed to. It will also give new life to some of the fields of study that few would like to specialize in but many would like to study, which are presently wasting away.

The mode of implementing general education, whether through distribution requirements, foundation courses or some other modality, will be left upon the institution.

The system of credits and internal evaluation (not necessarily examination based) modularity of courses of study, and admission to the university/college as a whole rather than to a department, will be included in the requirements of candidature.

linkages:

The Association of accredited institutions of higher education can exert a positive influence on the standards of secondary education, through recognition of the certificates of various boards. They can also recognise independent schools, and help them to establish an accrediting Association of Secondary Schools with strong linkages to the higher education Association.

Professional institutions should be brought under the scope of institutional accreditation through the aegis of the proposed National Apex Body for Higher
Education. Institutional accreditation should be made a pre-requisite to professional accreditation.

iii) In assessing the educational effectiveness of an institution, evaluators will want to have some concrete measure of educational outcomes. For this the development of the National Testing Service, providing objective and up-to-date certification in a wide variety of subjects, will be extremely helpful.

G:7 Financial Implications:

The financial (and political) implications of bringing most of the nations institutions of higher education upto the level necessary for accreditation must be squarely faced. Even though implementation of accreditation is in itself bound to improve the cost-benefit ratio, effective education cannot possibly come so cheaply as what is now prevalent.

G:8 Recommendations:

It has been recommended that the report should be widely circulated in the academic community for a full scale discussion on the idea of an Accreditation and Assessment Council.
Results have taken place so far. It is not several years and no fruitful to grow if nurtured properly and provided due support. 

Implementation of a new venture is bound to still on the paper for several years and no fruitful results have taken place so far.

Advantages of Indian Council of Accreditation
6. The ACC has been able to exist by
certification. It has to only accept the
products of the ACC.

5. If you act as an independent
authority and analyze and use
education as has been observed
standards of libraries.

4. It is just like too many cooks spot

3. It will act as an independent
4. Majority of the libraries

2. The ACC is a certain institution

1. So far despite that it has done anything
get an accreditation agency and
since the ACC was already having the power to
accomplish in a better way.

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1. So far despite that it has done anything
get an accreditation agency and
since the ACC was already having the power to
accomplish in a better way.
6. There is no provision for grading/teaching.

7. In case ACC starts its work of accreditation, it would begin this process.

8. The visiting/inspection team would complete and assess the programs.

9. It will have grading/teaching.

10. It will have the institution as suggested.

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From the above comparison, we can say that ICALISÉ is the only accrediting agency which can take full care of maintaining the standards of library and information science education. The Parliament has to pass the Act to establish the Indian Council for Accreditation of Library and Information Science Education (ICALISÉ) on the analogy of Indian Medical Council Act, Bar Council of India Act and All India Council for Technical Education.

Recognition of library and information science qualifications is a necessity in order to prevent the quacks and insufficiently trained persons from practising librarianship. Since librarianship is considered as an prestigious profession, governments of various countries like USA and UK feel the necessity of safeguarding the readers/scholars community by controlling library education. It is expected that the government of India, which has not yet cared to legislate for the provision and co-ordination of proper national library services, will now show must interest in creating the ICALISÉ.
STANDARDS LIKELY TO BE MAINTAINED FOR ACCREDITATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION BY ICALISE

Important aspects which needs to be included in setting up the standards for ICALISE are as under:

1) The accrediting agency should appoint an Export Committee to formulate and establish the standards;

2) These standards may be reviewed every five years;

3) There shall be common basic standards for university and open university courses;

4) As regards general norms they should be as under:
   a) All the democratic rights of the individual in respect of (i) Age; (ii) Sex; (iii) Race; (iv) Religion; (v) Region; (vi) Language etc. in selection, admission, appointment, promotion pay, etc. be protected;
   b) Standards laid down by UGC for running courses be followed.

5) The standards for objectives be set up taking into consideration that:
   a) They are in consonance with general principles of library and information science at national level while keeping international standards in view;
   b) Their practicability and adaptability at national level;
c) Correlation exists between the objectives and the course content at national level;

d) They be of relevance to social needs of the country and of regions;

e) Changes in socio-economic and technological environment are taken care of.

6) While laying down standards for curriculum the following be taken into consideration:

   a) Methods of Teaching;

   b) Relative stress on modern teaching techniques and introduction of Audio Visual aids and other electronic gadgets.

   c) Subject coverage on uniform practice for all schools of LIS;

   d) Revision of syllabus;

   e) Response to current trends while revising syllabus;

   f) Balance in theory and practice for core papers;

   g) Internship/work-experience be included like other professional courses.

7) Standards for Faculty should include the following:

   a) Full time staff;

   b) Contributory part-time teachers;

   c) Work load per teacher;

   d) Qualifications and status for various posts be at par with corresponding posts as recommended by UGC from time to time;
o) Specialisations as demanded by new environment and employment needs;

f) Research degree or research experience;

g) Background of a teacher (Basis degree, library experience, etc.);

h) Additional degrees, qualifications etc.

i) Publications;

j) Administrative work;

k) Co-curricular and extra curricular activities;

l) Teaching techniques and methods;

m) Positions in professional bodies.

b) As regards standards for students the following points be included:

a) Admission Requirements should be uniform with other post-graduate courses;

b) Admission be made through entrance test;

c) Reservation be made as per Govt. orders;

d) Facilities for the students should comprise of:

i) Library and bookgrants;

ii) Laboratories and workshops;

iii) Classroom;

iv) Common rooms;

v) Educational tools;

vi) Guidance, counselling, placement;

vii) Other contingent grants be provided by University/Govt.
9) As far as Governance, Administration and Financial support are concerned, it should include:

a) Head of LIS school should be a full time person;
b) Head be selected/or rotated amongst senior members of the faculty who shall be of the same status;
c) Autonomy should be encouraged;
d) Adequate supporting staff be provided;
e) Powers and duties of the head be as per university practice;
f) The head be given necessary financial powers;
g) Necessary support for research be provided;
h) Provision for conduct and attending of seminars, workshops, conferences be made;
i) Publication grants for printing of school journal and research papers;
j) Salary and pay scales be as recommended by UGC as for all other subjects;

10) Following physical facilities for staff need to be provided:

a) Independent building (if possible);
b) Library and workshop;
c) Rooms for every staff member, seminar rooms, workshops room, conference halls;
d) Adequate furniture, fitting etc;
f) Reprographic facilities;
f) Facilities for having automation, computer and joining of networking programme and on-line facilities at national level;
g) Facility for joining various national on-line programmes at international level which means provision of terminals, close circuit TV, Settalite
REFERENCES


10. Ibid.

11. Ibid.