CHAPTER- 1
INTRODUCTION

Information is a resource that is naturally needed in all human endeavors; very crucial to the development of a nation, without which there would be no society. Thus, it is now commonly observed that the material prosperity of a nation is linked almost directly to its information wealth. Information availability and its free flow through an effective dissemination network represent a necessary pre-condition for the emergence of a crop of well-informed citizenry (Issa, 2011). With the recent developments in Information and Communication Technologies and globalization of information it is easier for individuals to access information from anywhere and at anytime (Karisdapppa, 2004). Proliferation of information in varying forms, formats, and the amount has made the contemporary era ‘information intensive’ with manifold choices to access and retrieve information. However, this requires the skills to exploit the best choice among the myriad. Furthermore, the current scenarios mystify users evaluating the quality and authenticity before they consume information. All these intricacies pose challenges for individuals in accessing and retrieving information efficiently, sifting and evaluating its authenticity, validity, and reliability for its effective use. Here arises the need for Information Literacy (IL), which nurtures critical thinking and discernment about the whole gamut of information and its varying formats, prior to its consumption (Koneru, 2010).

EVOLUTION OF THE CONCEPT

The term Information Literacy was first introduced in 1974 by Paul Zurkowski president of the Information Industry Association. According to Zurkowski, “People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in
molding information solutions to their problems” (Eisenberg, Lowe and Spitzer, 2004).

**INFORMATION LITERACY**

Information Literacy is a skill, ability, expertise, capability and competency of a person that makes him able to find right information from the right source. It is basically knowing information about information and the source of information.

Information literacy is the competency that empowers one with the required knowledge about information, its nature and available formats; skills to fetch the relevant information by sifting the irrelevant, and attitude for consuming and sharing information, by ethical means and practices (Koneru, 2010). Various definitions has been developed by library professional associations and organizations. According to the American Library Association (1989), information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” CILIP (2013) defines IL as “Information Literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.” Doyle (1992) defined an information literate person as one who:

- “recognizes the need for information;
- recognizes that accurate and complete information is the basis for intelligent decision making;
- identifies potential sources of information;
- develops successful search strategies;
- accesses sources of information, including computer-based and other technologies;
- evaluates information;
- organizes information for practical application;
integrates new information into an existing body of knowledge, and
uses information in critical thinking and problem solving”.

According to the Association of College and Research Libraries (ACRL), information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information”.

An information literate person must learn to know, to do, to be and to work together. He should be able to make sense, ensure quality, learn independently, think critically, and use information ethically and strategically (Jagtar Singh, 2008).

DIFFERENT CONCEPTS OF INFORMATION LITERACY

Different concepts of Information Literacy have been evolved from library instructions and information skills-focused programs, such as Information Fluency, User Education, Library Instructions, Bibliographic Instructions, Information Competencies, Information Skills, User Training and User Orientation.

Source: www.ifla.org

Figure 1.1: Different Concept of Information Literacy

Library Orientation- Library Orientation concentrates on using a library and its sections including location of resources.
Bibliographic Instruction - Bibliographic Instruction emphasizes to find out documents in the library. It relates to user training on information search and retrieval.

User Education - The User Education is related with the mechanics involved for using particular resources.

Training on Information Skills - Training on information skill is related with the phenomena associated with the use of technology to retrieve information in the library.

Information Competencies - It compound skills and goals of information literacy.

Information Skill - It focuses on information abilities (Mishra and Mishra, 2010).

DIMENSIONS OF INFORMATION LITERACY

Information literacy is a comprehensive and never ending life long process. It has a wide range of fields such as Computer Literacy, Network Literacy, Web Literacy, Digital Literacy, Media Literacy, Visual Literacy and Critical literacy etc.

Computer Literacy: According to Chambers English Dictionary, Computer literacy is competence in the use of computers. In practice, this translates to an introduction to the skills required to operate a variety of computer application packages, like, word processing, databases, spreadsheets, etc. together with some general IT skills, such as copying disks and generating hard-copy printout (Ramesha, 2008).

Network Literacy: It is the ability to properly manage, connect and organize, evaluate and get information in a right way.

Internet/Web Literacy: It is a subset of information literacy requires the ability to access, search, utilize, communicate and create information on the World Wide Web (WWW).
**Digital Literacy:** It refers to an ability to access, collect, organize, evaluate and use of digital resources and services in an effective way.

**Media Literacy:** It is the ability to comprehend and create images in variety of media in order to communicate effectively.

**Visual Literacy:** Visual literacy is the ability to understand and use images.

**Critical Literacy:** It is ability to evaluate critically the human, intellectual and social strength, benefits and costs of Information Technology (IT) (Mishra and Mishra, 2010).

**NEED AND IMPORTANCE OF INFORMATION LITERACY**

Information is the basic requirement for every human activity and it is important as food, air and water. Information in itself has no value, but its value lies in its communication and use (Jayaprakash and Gupta, 2005). Apart from the traditional printed sources, information is available in abundance, in various forms and formats. Photographs, images, audio, and video are all valid source of information. The significant changes in the information environment in content, are affecting information users in several dimensions. Information is available through libraries, community resources, special interest organization, media, and internet is free of any geographical boundaries. Thus, there is so much of unfiltered information that finding exactly what you want is not a simple process. The question of authenticity, validity, and reliability of culled out information clubbed with expanding quantity is also a serious problem, and needs valid consideration (Kuffalikar and Rajyalakshmi, 2006).
Figure 1.2: Need for Information Literacy

We are surrounded by a growing ocean of information in many formats, which is called Data Smog. It refers to the idea that too much information can create a barrier in our lives. This data smog is produced by the huge amount of information, the speed at which it comes to us from all directions, the need to make fast decisions, and the feeling of anxiety that we are making decisions without having all the information that is available or that we need. Information Literacy is the solution to Data Smog. It allows us to cope by giving us the skill to know when we need information and where to locate it effectively and efficiently. It includes the technological skills needed to use the modern library as a gateway to information. It enables us to analyze and evaluate the information we find, thus giving us confidence in using that information to make a decision or create a product (http://www.ala.org/acrl/issues/infolit/overview/intro). Information literacy equips us with the critical skills necessary to become independent lifelong learners (Chakravarty, 2008).

Today, libraries are functioning in a hybrid environment. Most of the libraries
are providing traditional as well as ICT based services. Libraries acquire, process, organize, circulate and disseminate huge information resources they have bought by spending crores and crores of rupees. In addition, the ICT has opened the path for creating and putting information in the forms of books and journals in the public domain. This information is equally useful and needed by users for their research and development activities. Information available in electronic format such as e-journals, e-books, CD-ROM and other databases need to be brought to the notice of the users and they need to be made trained in making use of such a vital information. Also, they need to be aware of the role of e-portals, information gateways and need special skills to be developed for making use of such facilities with maximum benefit (R. K. Bhatt, 2011).

Today, as manual library catalogues have become computerized, it has become difficult to locate the required information. The retrieval of information in a computerized system takes less time as compared to the manual system, but the decision making has become a more complex process. A working knowledge of computers is a must to operate databases. The users also need to evaluate the database best suited to their information needs. The users need to be aware of the different search engines to search information available on the Internet. They also require knowledge of different search strategies. Searching any information on the Internet retrieves a large number of documents which require an evaluation of the retrieved information on the part of the users for relevance. Thus, a user needs to evaluate the usefulness, accuracy and relevance of the retrieved information, be it in electronic form or print form. Such skills are required for a person to be information literate. For maximum utilization of such a vast and huge information resources the Information Literacy skill is the need of the hour. It makes the end users competent enough for retrieving precise and relevant information as per their needs (Jnanendra and Joshi, 2006).
NEED OF INFORMATION LITERACY FOR MEDICAL PROFESSIONALS

Medicine is, among many other sciences, an area in which the expansion of information is enormous and which is critically dependent on up-to-date information (Ajayi, 2004). Medical as a profession is one of the most dynamic fields where new medicines and investigations keep coming daily. One needs to keep pace with the changing scenario of the medical profession as an active medical professional (R. K. Singh 2012, p.29).

In today’s electronic society, it has been increasingly felt by information professionals that in the absence of well considered information literacy skills, there shall be the existence of remarkable barriers to the access to information, especially in the field of medical science. The significance of Information Literacy rises owing the fact that IL equips people to verify or refute an expert opinion and to become independent seekers of truth and therefore provides them with an ability to build their own arguments in the course of further building up of knowledge.

In the field of medical sciences, it can occasionally be disastrous to be uninformed about recent developments and progress. No medical professional whether a general practitioner or a specialist, can adequately treat his patients without being informed of new views, new explanations, new treatment, new theories or new approaches in the various fields of medical sciences. It is said that medical practitioners are crucial life savers. The lack of information can mar a person i.e. the patient. Due to changes in the medical literature day by day, the information goes on increasing, but the medical professionals have less time for self study as they have to spend most of their time in the treatment of patients and research. It is impossible for the medical practitioner to locate the information in the very less spare of time and to adequately read it.

Information literacy is recognized as an important competency in medical education. The Association of American Medical Colleges’ Report on Learning Objectives for Medical Education states that physicians must possess the
“ability to retrieve (from electronic databases and other resources), manage and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations”. Similarly, the Royal College of Physicians and Surgeons of Canada’s CanMEDS competencies framework stated that physician must be able to “critically evaluate information and its sources, and apply this appropriately to practice decision” (Storie and Campbell 2012, 49).

Thus, IL is a major prerequisite for these professionals. Keeping in view the various specializations in the area and the needs of the medical professionals, it is necessary for medical professionals such as medical students, medical researchers and faculty, to be equipped with skills or competencies that can help them to effectively retrieve, evaluate and use required information without wasting much time.

INFORMATION LITERACY STANDARDS

There are some well-known information literacy standards:

1. Information Literacy Standards for Student Learning published by the ASSL
2. IL Standards published by IFLA
3. ISTE’s National Educational Technology Standards (NETS).
4. Information Literacy Standard for Science and Technology by ALA/ACRL/STS Task Force on Information Literacy for Science and Technology.
5. Information Literacy Standard for Student Learning by American Association of School Librarians and Association for Educational Communications and Technology in 1998.
ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES STANDARDS

The ACRL standards are very popular and widely accepted and tested around the world. It includes the expected outcomes under each performance indicator, which are developed with the purpose of providing guidance in the development, assessment methods, instruments and strategies for measuring students’ learning outcomes. These standards provide a framework for assessing information literate individual.

STANDARD ONE

The information literate student determines the nature and extent of the information needed.

PERFORMANCE INDICATORS

➢ The information literate student defines and articulates the need for information.
➢ The information literate student identifies a variety of types and formats of potential sources for information.
➢ The information literate student considers the costs and benefits of acquiring the needed information.
➢ The information literate student reevaluates the nature and extent of the information need.

STANDARD TWO

The information literate student accesses needed information effectively and efficiently.

PERFORMANCE INDICATORS

➢ The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
The information literate student constructs and implements effectively designed search strategies.

The information literate student retrieves information online or in person using a variety of methods.

The information literate student refines the search strategy if necessary.

The information literate student extracts, records, and manages the information and its sources.

**STANDARD THREE**

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

**PERFORMANCE INDICATORS**

- The information literate student summarizes the main ideas to be extracted from the information gathered.
- The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
- The information literate student synthesizes main ideas to construct new concepts.
- The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
- The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.
- The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
- The information literate student determines whether the initial query should be revised.
STANDARD FOUR

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

PERFORMANCE INDICATORS

- The information literate student applies new and prior information to the planning and creation of a particular product or performance.
- The information literate student revises the development process for the product or performance.
- The information literate student communicates the product or performance effectively to others.

STANDARD FIVE

- The information literate student understands many of the economic, legal and social issues surrounding the accesses and use of information to use information ethically and legally.

- PERFORMANCE INDICATORS

- The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
- The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- The information literate student acknowledges the use of information sources in communicating the product or performance (Bhatt, 2011).

INFORMATION LITERACY: GLOBAL SCENARIO

There are various organisations and associations around the world which have taken initiative to promote the information literacy. Following are some of the
global platforms from where the concept of information literacy has gained momentum:

INTERNATIONAL ORGANIZATIONS & ASSOCIATIONS

ALA: The American Library Association (ALA) supports the American Association of School Librarians (AASL) and the American Association of College & Research Libraries (ACRL) in the development of information literacy materials (http://www.informationliteracy.org.uk/il-organisations-uk/il-organisations-international/).

ANZIIL: Australian and New Zealand libraries have created the Australian and New Zealand Institute for Information Literacy (ANZIIL). ANZIIL supports organizations, institutions and individuals in the promotion of information literacy and, in particular, the embedding of information literacy within the total educational process. The Institute identifies, facilitates, fosters and supports best practice in information literacy through: Professional Development; Promotion, Marketing and Advocacy; Research (http://www.informationliteracy.org.uk/il-organisations-uk/il-organisations-international/).

CILIP: The Chartered Institute of Library and Information Professionals (CILIP) has a sub group called the Information Literacy Group. The Information Literacy Group aims to provide a forum for discussion which encourages debate and allows the exchange of knowledge in all aspects of information literacy by organizing conferences and publishing Information Literacy Journal (http://www.cilip.org.uk).

CLA: Canadian Library Association also has an Information Literacy Interest Group (ILIG). The purpose of the ILIG is - to promote information literacy instruction as an integral library service, provide a forum for discussion of activities, programs and challenges in information literacy, contribute to the education and training of librarians in the delivery, promotion and evaluation of
information literacy programs and to serve as a channel of communication on information literacy (http://www.cla.ca).

**EnIL:** The European network for Information Literacy aims to encourage discourse on Information Literacy at a European level, in order to promote the establishment of a Culture of Information in Europe. They have also created the European Observatory on IL Policies and Research (http://www.informationliteracy.org.uk/il-organisations-uk/il-organisations-international/).

**HEAICS:** The Higher Education Academy Information and Computing Sciences (HEAICS), UK subject centre is keen to support both academics and practitioners in developing students IT and information literacy skills. The HEAICS runs a couple of workshops a year on information literacy.

The High-Level Colloquium on Information Literacy and Lifelong Learning held at the Bibliotheca Alexandrina on 6-9 November 2005 developed the Alexandria Proclamation on information literacy and lifelong learning. It declares that “Information Literacy and Lifelong Learning are the beacons of the Information Society, illuminating the courses to development, prosperity and freedom” (http://www.informationliteracy).

**IFLA:** The International Federation of Library Associations and Institutions (IFLA) have developed an Information Literacy Section the primary purpose of the Information Literacy Section is to foster international cooperation in the development of information skills education in all types of libraries and information institutions. They have also created InfoLit Global a database to record information literacy materials from different parts of the world, on behalf of UNESCO (http://www.ifla.org/information-literacy).

The Russian portal on Information Literacy and Media Education aims to promote information literacy and media education in Russian-speaking countries. The main target audience of the portal is teachers and students. The Portal contains electronic library of the subject works, glossary of IL and ME
terminology, collection of declarations, recommendations, etc. on the subjects, links to the external resources, online edition of the Media Education Journal, etc (http://www.informationliteracy.org.uk/il-organisations-uk/il-organisations-international/).

SCONUL: The Society of College, National and University Libraries (SCONUL) has a Working Group on Information Literacy, whose remit is to take a lead role in the development of theory and practice in relation to information literacy (IL) and its role in the process of learning in further and higher education within the UK (Mishra and Mishra, 2010).

UNESCO: UNESCO has produced an easy-to-read publication on what information literacy means. It is designed for busy public policy-makers, business executives, civil society administrators and practicing professionals and could therefore be used in advocacy work. It is called “Understanding information literacy: a primer” and is available for downloading in English or French from their website (http://www.informationliteracy.org.uk/il-organisations-uk/il-organisations-international/).

INFORMATION LITERACY: INDIAN SCENARIO

In India the concept of IL is of recent origin and use in the Library and Information Science (LIS) literature. India has experienced growing population of literate and educated citizens due to various efforts in universalization of elementary education through programmes like, Sarva Shiksha Abhiyan (SSA), District Primary Education Programme(DPEP), and National Literacy Mission (Das and Banwari Lal, p.1).

INFORMATION LITERACY PROGRAMMES IN INDIA

Information Literacy Programmes are already in existence in narrower forms in various libraries and information centers in India, in the forms of user education, bibliographic instruction, library instruction, library research, and so on.
INFORMATION LITERACY PROGRAMMES AT SCHOOL LEVEL

A study of information literacy programme in India reveals that a major initiative have been taken at the School level. Most of the Schools at middle and higher level have library facilities with IT components. In many classes, how to use library resources, like, atlases, encyclopedias, dictionaries, periodicals, etc. are usually taught and demonstrated. These resources are now available both in print as well as electronic format. Erstwhile Indian National Scientific Documentation Centre (INSDOC) (Now National Institute of Science Communication And Information Resources) developed an audio-visual programme for junior school children about how to find information from such sources. Many schools have library hour as a part of curricula, mostly to educate pupil for use of library for the class work and projects. Similarly, many public schools, convent schools and government schools have good library facilities and information infrastructure. In these schools, library classes are allotted for the every class of primary, secondary and senior secondary level, where information competency is provided In India there are a number of Library and Information Institutions, which have adopted a practice of imparting IL skills to their respective Library and Information Users (Ghosh and Das, 2006 p.8).

INFORMATION LITERACY IN HIGHER LEARNING INSTITUTIONS

In the institution of higher learning in India, user education, library instruction and bibliographic instruction programmes are provided. In universities for research degree programmes, a course on research methodology is included where library research techniques are also included. Some universities and research institutions subscribe to the electronic resources, on consortium basis or individual basis. The producers or vendors of these electronic resources conduct user training programmes for use of those resources. The Indian Medlars Centre of National Informatics Centre conducts a user-training programme in every four month in their information products and services,
like, IndMed databases, medIND open access journal literature, OpenMED open access archive, UNCat union catalogue databases, etc., which are designed mainly for health professionals and health librarians. Some orientation programmes and refresher courses also impart information literacy competency to the learners. The Universities also conduct from time to time the orientation programme to their academics for use of electronic resources.

**IL PROGRAMMES FOR LIS PROFESSIONALS**

The academic staff colleges established in the universities organize regular orientation/refresher courses for teachers and librarians to imbibe the skills for locating and accessing information in the changing environment.

Many of the Government Departments’ Library and Information Centers organize orientation programme for their staff to develop information access skills.

The national documentation centers like National Institute of Science Communication And Information Resources (NISCAIR) (erstwhile INSDOC) and National Social Science Documentation Centre (NASSDOC) play a significant role in orienting library and information science professionals of the country to acquire the skills of access to information.

At the school level the organizations like National Council of Education Research and Training (NCERT) and State Council of Education Research and Training (SCERT) conduct regular orientation programme/refresher courses for the school librarians.

**ROLE OF LIBRARY ASSOCIATIONS IN INDIA**

Library Associations exist in most of the states and union territories of India apart from those at the national level. State level library associations are very active in public libraries development in their respective states.

Some library associations at national level are now proactive in spreading the information literacy competency for the librarians and library users. In
December 2005, Indian Library Association (ILA) organized 51st All India Conference which was held at Kurukshetra University, Kurukshetra, with the focus on “libraries, information literacy and lifelong learning”, where many librarians felt the importance of information literacy in lifelong learning and optimizing the usage of information in the libraries. In this conference, ILA also recommended to form a National Information Literacy Mission and the National Information Literacy Task Force to implement information literacy competency development programmes throughout the country without further delay.

In October 2005, an International Information Literacy workshop was held at the Punjabi University, Patiala, India to promote information literacy in South and South East Asia, with the support of UNESCO and other partners. In September 2003 at Prague, the International Alliance for Information Literacy was formed where India’s Networking Alliance for Voluntary Actions (www.navaindia.org), a network of NGOs, became a member (Ghosh and Das 2006, p.10).

MEDICAL EDUCATION IN INDIA

The most common objective of any education system is the acquisition of knowledge. It is aimed that as a result of completing education, the student will change with respect to the amount and kind of knowledge he possesses. However, the mere accumulation of knowledge becomes a sterile hoarding of facts, unless that knowledge is applied. Hence, the knowledge also involves the more complex process of relating and judging. This is the objective of education system in any discipline. Likewise, the medical education is directed to impart medical knowledge and skills to the learners in the prevention and treatment of disease. The goal of medical teaching is to develop physicians who are capable of dealing with all the health needs of human beings. According to the Royal Commission on Medical education (1965-1968) – “the aim of medical education should be, to produce at graduation, a person with two essential qualifications. He should have, first, a knowledge of the medical
and behavioural sciences sufficient for him to understand the scientific basis of his profession……, and secondly, a general introduction to clinical method and patient care in the main branches of medicine and surgery, together with an introduction to social and preventive medicine”(Vara Lakshmi, 1993).

**GROWTH OF MEDICAL EDUCATION IN INDIA**

Education is an important human activity. It was born with the birth of human race, so it will continue to function as long as the human race lives. The boundaries of education are as wide as those of life. Its implications are rich and varied (Mariappan, 1995).

The medical education aims at developing medical manpower suitable to the needs of the country (Vara Lakshmi, 1993). Foundations of the modern system of medicine were laid in this country by the Portuguese with the establishment of a Royal Hospital in Goa in 1510 which was later handed over to the Jesuits in 1591. By 1842 this was converted into the school of Medicine and surgery. Although, the Portuguese first brought the modern medicine in India, it was the French and the British who later established the modern medical system in the country. The British rulers during the 17th and 18th century created medical training facilities for the natives in the city of Calcutta and Madras for assisting the British physicians attached to the East India Company. Later on in 1824 a medical school was started in Calcutta which was later converted by a Royal decree to a medical college in 1835. The books and other equipment of the abolished native medical institutions were handed over to the New Medical College. In Madras, also a medical school was opened in June 1835 for training subordinates in the Army Medical Services. This school was raised to the status of a college in 1850 (Karim, 1993). Stanley Medical College was started in Madras in 1838 (Mariappan, 1993). Similarly, a medical college named as Grant Medical College was opened at Bombay in 1843. In these colleges, the students started their work with no museum, no library and no hospital (Karim, 1993).

In 1846, a medical school was started at Hyderabad and in 1848 at Indore, quickly followed by similar schools at other places. After the establishment of
universities at Calcutta, Madras and Bombay in 1857, a few more schools were gradually converted into college and medical education was brought within their preview for the award of Licenciate in Medicine and Surgery and the MBBS degree. The degrees were recognized by the General Medical Council (GMC) of Great Britain, since 1892. Library facilities did exist in these colleges though they were not service oriented. With the increase in the number of medical institutions, there was a controversy between University and GMC over the maintenance of standards. In 1927, Sir Norman Walker and Col. Nudham submitted a report recommending to establish a central coordinating agency in India. In 1933, the Indian Medical Council Act was formulated and the Medical Council of India was formally constituted. Meanwhile, in 1911 the Indian Council of Medical Research was established at Delhi. A library was founded to collect and retrieve medical research documents.

Since independence in 1947, there had been rapid expansion of educational institutions at all levels and as such there was a rapid growth of medical colleges. During 1947-50 eight medical colleges and 1951-55 eleven medical colleges were established. In 1956, as per the recommendations of the Bhore Committee, All India Institute of Medical Sciences (AIIMS) was established and the total figure reached to 118 by 1989. All medical schools were abolished and medical colleges were established to achieve high standards of medical education (Vara Lakshmi, 1993).

Today, there are many medical colleges which also include government and private colleges. In most of the medical colleges, post-graduate training of diploma and degree level in various specialties of medical sciences is imparted. Consequent upon the implementation of the Bhore Committee report, Institute of Post-Graduate Medical Education and Research were established and are still in the process of establishment throughout the country. The purpose of these medical colleges and post-graduate institutions is three fold namely:

- Teaching;
- Research;
• Patient care (Karim, 1993).

As on 23 November, 2012, Ministry of Health and Family Welfare in Lok Sabha answered the question regarding number of MBBS and PG Medicine seats in India and stated that “there are 362 medical colleges in the country, out of which 168 are in Government sector and 194 in private sector. The intake capacity for MBBS course of these medical colleges is 45629 annually and 22503 for postgraduate courses” (http://www.gconnect.in/news/). The Medical Council of India (MCI) is a statutory body with the responsibility of establishing and maintaining high standards of medical education and recognition of medical qualifications in India. It registers doctors to practice in India, in order to protect and promote the health and safety of the public by ensuring proper standards in the practice of medicine. According to Medical Council of India web site, there are 381 MBBS Medical Colleges and the intake capacity for MBBS course of these medical colleges is 50078 (http://www.mciindia.org/).

PROFILE OF SELECTED MEDICAL COLLEGES

PT. B. D. SHARMA UNIVERSITY OF HEALTH SCIENCES, ROHTAK

Pt. B. D. Sharma, Post Graduate Institute of Medical Sciences (PGIMS), Rohtak was started under the name of Medical College in the year 1960. It is the only major Institution for Medical Education and Research and a tertiary care centre for provision of specialized health care services not only to the people of the State of Haryana, but also to those from Punjab, Rajasthan, Delhi and western U.P. The Institute started functioning in the year 1960. For the first three years, the students were admitted to Medical College, Patiala which acted as a host institution. In 1963, the students were shifted to Rohtak. In the subsequent years, multifaceted expansion measures have transformed the Institute into a fully developed center of medical education and research in all the major disciplines of Medicine.
In the year 1994, Medical College, Rohtak was renamed as Pt. B. D. Sharma, Medical College, Rohtak and subsequently it was upgraded to a Post Graduate Institute of Medical Sciences in the year 1995. On 2nd June, 2008, it was upgraded to a State University by the Haryana Act 26 of 2008 and known as Pandit Bhagwat Dayal Sharma University of Health Sciences (PBDSUHS), Rohtak (http://uhsr.ac.in/About%20the%20University.htm).

**Courses**

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<td>PG Diploma</td>
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**University Library**

University at present is supported by PGIMS Library. However, an ambitious project to construct a state of the art library building is under way. PGIMS
Library at present has a collection of 43439 books including 42444 general books & 995 reference books on various streams of Medical Science. Internet connectivity is also available in the library for the use of the staff and students of the Institute. Several online journals from different publishers are provided through NML Consortia (http://www.uhsr.ac.in/Library.htm).

**Library Working Hours**

Winter: 9:00 am To 9:00 pm.

Summer: 9:00 am to 9:00 pm.

The library remains closed on Republic Day, Holi, Independence Day and on Gandhi Jayanti only.

**Library Collections**

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<tr>
<td>Newspapers</td>
<td>11 (English-6 &amp; Hindi-5)</td>
</tr>
</tbody>
</table>

*(As on May, 2012)*

**Library Members**

At present library is serving to 2000 members. The members of the library are MBBS students, PG students, Faculty, paramedical, technical and
administrative staff of the university.

**Sections**

The library is organised in the following sections:

- Acquisition Section
- Binding Section
- Book Bank Section
- Circulation Section
- Computer Section
- Periodical Section
- Reference Book Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section

**Library Services:** To meet the information needs of the users, library provides the following services:

- Reference Service
- Circulation Service
- Internet Browsing Service
- Current Awareness Service
- Selective Dissemination of Information
- Inter Library Loan
- Online Medical Journal Database Search
- Reprography Service
- CD-Write Service
- Image/Text Scanning Service

**Library Orientation/Information Literacy Programme**

Library orientation is to the users annually. Apart from this, instructions are
also provided by the library staff to the users in accessing and using printed and electronic information sources.

MAHARAJA AGARSEN INSTITUTE OF MEDICAL RESEARCH AND EDUCATION, AGROHA

Maharaja Agarsen Medical College is one of the leading Medical Colleges of North India. The college came into its own existence in 1994. Starting from a small college building with an attached civil hospital as a teaching hospital, today the college has developed into a recognised medical college. The institute has a renowned faculty, plenty of clinical material and good infrastructure (http://www.mamc.edu.in).

![Picture 1.2: Maharaja Agarsen Institute of Medical Research and Education, Agroha](image)

Courses

MBBS and B. Sc. (Nursing)
Central Library

Apart from various Departmental Libraries, the Institute has a Central Library, which was established in 1994. The college library is spread in an area of 1400 Sq. feet. It has a collection of 6000 books on various streams of Medical Science. Besides this, the library also subscribes to about 150 national and international medical journals. Internet connectivity is also available in the library for the use of the staff and students of the Institute (http://www.mamc.edu.in).

Library Working Hours

Winter: 9:00 am to 9:00 pm

Summer: 9:00 am to 9:00 pm.

Library Collection

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>6,000</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>150</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>100</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>348</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>105</td>
</tr>
<tr>
<td>Magazines</td>
<td>8</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>-</td>
</tr>
<tr>
<td>Newspapers</td>
<td>18</td>
</tr>
</tbody>
</table>

(As on August, 2012)

Sections

- Acquisition Section
- Technical section
- Periodical Section
- Circulation Section
- Reference Section
- Computer Section

**Library members:** At present, Library is providing services to 600 members including medical students, faculty and paramedical staff.

**Library Services**

- Reference Service
- Circulation Service
- Internet Browsing Service
- Online Medical Journal Database Search
- Reprography Service

**Library Orientation/ Information Literacy Programme**

Library orientation is provided to the users every year on using the library, its sections, services and how to find out the documents in the library.

**M M INSTITUTE OF MEDICAL SCIENCE AND RESEARCH, MULLANA**

Maharishi Markandeshwar Institute of Medical Science and Research, Mullana was established in 2003, it is the first self financing private Medical Institution in the State of Haryana. Since its inception the Institute has grown from strength to strength and culminated as the important Institute in northern India.

The Institution is committed to develop professionals capable of independent practice as the objectives of the Institution are to lay the foundation and create advances in academics and research environment for medical professionals (http://mmumullana.org/medical-sciences-research).
Courses

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Postgraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>MD</td>
</tr>
<tr>
<td>-</td>
<td>MS</td>
</tr>
<tr>
<td>-</td>
<td>Ph. D (Medical Sciences)</td>
</tr>
</tbody>
</table>

Central Library: Besides the Departmental Libraries, the Institute has a well stocked air conditioned computerized Central Library with a seating capacity of 410 students. The Library has 18104 textbooks and reference books, and it subscribes to 837 journals which include 296 international journals. In addition students have online access to 584 journals. Topics on various subjects have also been covered in CD-ROMs for the benefit of the student (http://mmu mullana.org/medical-sciences-research).

Library Working Hours
8:30 am to 10:00 pm

The library remains closed on Sunday and national holidays.
Library Collections

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>18,104</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>837 (Foreign- 115 &amp; Indian- 225)</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>13,000</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>1200</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>225</td>
</tr>
<tr>
<td>Magazines</td>
<td>12</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>1335</td>
</tr>
<tr>
<td>Video Cassettes</td>
<td>140</td>
</tr>
<tr>
<td>Newspapers</td>
<td>15</td>
</tr>
</tbody>
</table>

(As on September, 2012)

Library Members: At present library is serving to 2100 members. The members of the library are MBBS students, PG students, Faculty, paramedical, technical and administrative staff of the university.

Sections: The library is organised in the following sections:

- Acquisition Section
- Binding Section
- Book Bank Section
- Circulation Section
- Computer Section
- Newspaper Section
- Periodical Section
- Reference Book Section
- Reprography Section
- Technical Section
Library Services

- Reference Service
- Circulation Service
- OPAC
- Internet Browsing Service
- Electronic Document Delivery Service
- Current Awareness Service
- Selective Dissemination of Information
- Inter Library Loan
- Online Medical Journal Database Search
- Reprography Service
- CD-Write Service
- Image/Text Scanning Service

Library Orientation/ Information Literacy Programme

Library orientation programmes are organised every year in which bibliographic instructions and training is also provided to the users in the use of Library Catalogue/OPAC, and how to access electronic journals.

GOVERNMENT MEDICAL COLLEGE, AMRITSAR

Government Medical College, Amritsar came into existence as a Medical School in Lahore in 1864. The School continued to work in the capital city of undivided Punjab till its subsequent relocation to the holy city of Amritsar in 1920. The L.S.M.F (Licentiate of State Medical Faculty) was granted at the end of a four year course to entrants who were initially admitted after passing their matriculation. The School was upgraded to the status of Medical College in 1943 (http://www.gmc.edu.in/History.html).
Picture1.4: Government Medical College, Amritsar

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>B. Sc. Medical</td>
</tr>
<tr>
<td>MD/MS</td>
<td>M. Sc. Medical</td>
</tr>
<tr>
<td>B. Sc. Nursing</td>
<td>Dip. MLT</td>
</tr>
<tr>
<td>B. Sc. MLT</td>
<td>Diploma in Radiography</td>
</tr>
</tbody>
</table>

Library

The central library is located in the main college campus in a separate three storied building which was built and started functioning in 1980. The ground floor of the library is spread in an area of 392 Sq. feet, first floor in 4846 sq. feet, second floor in 3607 Sq. feet and third floor in 3520 sq. feet. The library has two separate reading rooms with the seating capacity for 300 students. The library subscribes to foreign as well as Indian journals and has a rich archive of old books and journals. The Library also has photocopying facilities. The functioning of the library is not computerized. A separate IT Centre is
maintained on the ground floor where the telemedicine facility and access to a limited number of free e-journals is provided. The library also provides links to various repositories of free medical books and journals (http://www.gmc.edu.in).

**Working Hours**

Monday to Saturday: 9:00 am to 10:00 pm.

The library remains open on Sunday and Gazetted holidays and the timings in these days are 10:00 am to 4:00 pm.

**Library Collections**

<table>
<thead>
<tr>
<th>Collection</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Journals</td>
<td>26991</td>
</tr>
<tr>
<td>Reference Books</td>
<td>1000</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>2761</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>22</td>
</tr>
<tr>
<td>Magazines</td>
<td>4</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>5</td>
</tr>
<tr>
<td>Video Cassettes</td>
<td>-</td>
</tr>
<tr>
<td>Newspapers</td>
<td>6</td>
</tr>
</tbody>
</table>

*(As on July, 2012)*
Library Members
At present library is serving to 1500 members these are medical students, faculty and paramedical and administrative staff of the institute.

Sections: The library is organised in the following sections:

- Acquisition Section
- Book Bank Section
- Circulation Section
- IT Centre
- Periodical Section
- Rare Book Section
- Reference Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section

Library Services

- Reference Service
- Circulation Service
- Online Medical Database Search
- Reprography Service
- CD-Write Service
- Image/Text Scanning Service

Library Orientation/ Information Literacy Programme: Library orientation programme is organised annually to introduce the users with various sections, services and information resources of the library.
SRI GURU RAM DAS INSTITUTE OF MEDICAL SCIENCES AND RESEARCH, AMRITSAR

Sri Guru Ram Das Institute of Medical Sciences and Research is named after the fourth Sikh Guru, Sri Guru Ram Das, the founder of holy city of Amritsar, the Institute of Medical Sciences & Research was started in the year 1997. The Institute is affiliated to Baba Farid University of Health Sciences, Faridkot.

Picture 1.5  Sri Guru Ram Das Institute of Medical Sciences and Research, Amritsar

Courses

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Postgraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>MD/MS</td>
</tr>
<tr>
<td>B. Sc. Nursing</td>
<td>-</td>
</tr>
<tr>
<td>Post Basic B.Sc. Nursing</td>
<td>-</td>
</tr>
<tr>
<td>General Nursing and Midwife</td>
<td>-</td>
</tr>
</tbody>
</table>
Central Library

The central library of the institute has started functioning in 1997. The institute library is spread over an area of 1004 sq. ft. The seating capacity of the library is 300. The institute library is fully computerized and uses E-Granthalaya software, which supports all the in-house operations of the library. The library has a rich collection of 10,960 books which includes 6075 text books and 4885 reference books. To keep the users up-to-date, the library subscribes 100 printed (40- Indian and 60-Foreign) and 325 electronic journals. Library has a collection of 8052 bound periodicals, out of which 4210 are Indian journals and 3842 are foreign journals. The library also provides access to free e-books (http://www.sgrdimsr.org/).

Library Collections

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books</strong></td>
<td>10,960</td>
</tr>
<tr>
<td><strong>Current Periodicals</strong></td>
<td>100 (Indian- 40 &amp; Foreign- 60)</td>
</tr>
<tr>
<td><strong>Bound Periodicals</strong></td>
<td>8052</td>
</tr>
<tr>
<td><strong>Theses/Dissertations</strong></td>
<td>204</td>
</tr>
<tr>
<td><strong>E-books</strong></td>
<td>Free e-books</td>
</tr>
<tr>
<td><strong>E-journals</strong></td>
<td>325</td>
</tr>
<tr>
<td><strong>Magazines</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>CDs/DVDs &amp; A-V Cassettes</strong></td>
<td>562</td>
</tr>
<tr>
<td><strong>Newspapers</strong></td>
<td>5 (English-4 &amp; Punjabi-1)</td>
</tr>
</tbody>
</table>

*(As on December, 2012)*

Working Hours

The library remains open from 8:00 am to 12:00 midnight during the whole year.
Library Members

Presently, library is serving to 1200 medical and paramedical students, faculty and staff of the institute.

Sections
The library is organized in the following sections:

- Acquisition Section
- Circulation Section
- Computer Section
- Periodical Section
- Reference Book Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section

Library Services

- Reference Service
- Circulation Service
- Internet Browsing Service
- Electronic Document Delivery Service
- Current Awareness Service
- Inter Library Loan
- Online Medical Database Search
- Indexing/Abstracting Service
- Reprography Service
- CD-Write Service
- Image/Text Scanning Service
Library Orientation/ Information Literacy Programme

Annually an orientation programme is organized by the library in order to make the users aware of library services and resources. How to make effective use of printed information sources and the search strategies to retrieve information from electronic resources are also explained during the library orientation session.

CHRISTIAN MEDICAL COLLEGE, LUDHIANA

The Christian Medical College (CMC) was established in 1915 in Ludhiana was the first Asian medical college. It constitutes College of Nursing, Christian Dental College and College of Physiotherapy. The Christian Medical College Ludhiana seeks to contribute to the real health needs of India by training Christian young men and women as competent, committed and compassionate health workers along with young men and women of others faiths and communities who identify with the goals and spirit of services of the institution. CMC Ludhiana is recognized by the Medical Council of India and affiliated with the Baba Farid University of Health Sciences, Faridkot (http://cmcludhiana.in).

CMC Library

Library of Christian Medical College was established in 1956 in the college premises and Mr. Eric Massey was the first Librarian. In 1974, it was housed in two buildings clinical and pre-clinical. Pre-clinical section was shifted to the basement of private block in the hospital. All medical journals and old collection of the books were kept in college library and 1970 onwards in the hospital library. From January 1990 both the sections have been shifted to a new library in health science block phase-I. CMC library subscribes both national and international journals in addition to the textbooks of basic and clinical sciences. Library services are available for 14 hours. To utilize the leisure hours of our staff, dependents and students the institute also has a
recreation library which holds books on fiction, general topics and children's books (http://cmcludhiana.in).

Picture 1.6 Christian Medical College, Ludhiana

Courses

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Postgraduate Diploma Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>PG Diploma - Child Health (DCH)</td>
</tr>
<tr>
<td>Diploma in Medical Laboratory Technology</td>
<td>PG Diploma - Radio - Therapy</td>
</tr>
<tr>
<td>Diploma in Medical Ophthalmic Technology</td>
<td>PG Diploma - OBG (DGO)</td>
</tr>
<tr>
<td>Diploma in Radio Diagnosis Technology</td>
<td>PG Diploma - Ophthalmology</td>
</tr>
<tr>
<td>Diploma in Radio Therapy Technology</td>
<td>PG Diploma - Anesthesiology (DA)</td>
</tr>
<tr>
<td>-</td>
<td>PG Diploma - Radio Diagnosis</td>
</tr>
</tbody>
</table>
Library Timings

<table>
<thead>
<tr>
<th>Days</th>
<th>Timings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday to Friday</td>
<td>9:00 am to 11:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 am to 9:00 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>11:00 am to 5:00 pm</td>
</tr>
</tbody>
</table>

Library Collection

<table>
<thead>
<tr>
<th>Collection Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Books</td>
<td>22271</td>
</tr>
<tr>
<td>Recreational Books (Fiction &amp; Story)</td>
<td>6092</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>120</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>20,623</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>181</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>87</td>
</tr>
<tr>
<td>Magazines</td>
<td>2</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>54</td>
</tr>
<tr>
<td>Video Cassettes</td>
<td>69</td>
</tr>
<tr>
<td>Slides</td>
<td>1899</td>
</tr>
<tr>
<td>Microfiche Reader</td>
<td>286</td>
</tr>
<tr>
<td>Newspapers</td>
<td>3</td>
</tr>
</tbody>
</table>

(As on December, 2012)
Library Members

Presently, the library has 900 members including medical and paramedical students and faculty, technical and administrative staff of the college.

Sections: The library is organised in the following sections:

- Acquisition Section
- Circulation Section
- Computer Section
- Periodical Section
- Rare Book Section
- Recreational Section
- Reference Book Section
- Reprography Section
- Technical Section

Library Services

- Reference Service
- Circulation Service
- Internet Browsing Service
- Current Awareness Service
- Selective Dissemination of Information
- Inter Library Loan
- Online Medical Journal Database Search
- Indexing/Abstracting Service
- Reprography Service
- CD-Write Service
- Image/Text Scanning Service
Library Orientation/ Information Literacy Programme

Annually a library orientation programme is organised by the library. Information Literacy Programmes are organised in the area of library resources and services, library catalogue/OPAC, searching electronic journals and online medical databases by the library staff especially for the students and the faculty. Lecture method and Power Point Presentations for used for the effective delivery of Information Literacy Programmes. Due to space problem in the library, usually lectures are delivered in the college auditorium.

DAYANAND MEDICAL COLLEGE & HOSPITAL, LUDHIANA

The Dayanand Medical College was started in the form of Arya Medical School in 1934 in a rented building in Civil Lines, Ludhiana. In 1936, management of the medical school was handed over to the Arya Samaj, Saban Bazar, Ludhiana, under the guidance of Arya Pratinidhi Sabha, Punjab. A separate Managing Body was nominated by the Managing Committee of Arya High School, Ludhiana and it was shifted to its own building in 1937 (now, Dayanand Medical College & Hospital, College Campus).

Picture 1.7: Dayanand Medical College & Hospital, Ludhiana
The institution was recognized for LSMF (Licentiate of the Punjab State Medical Faculty) in 1938. The following year, the Managing Body decided that the Ludhiana Medical School should thereafter be called “Arya Medical School” and the hospital attached to it “Dayanand Hospital”. It was only in the year 1964, consistent with the policy of the Government that the Arya Medical School bloomed into a full-fledged MBBS College, which came to be known as Dayanand Medical College & Hospital. The college is affiliated to the Baba Farid University of Health Sciences, Faridkot, Punjab.

Courses

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Postgraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>MD/MS</td>
</tr>
<tr>
<td>B.Sc. (Nursing)</td>
<td>M. Ch</td>
</tr>
<tr>
<td>-</td>
<td>DM</td>
</tr>
<tr>
<td>-</td>
<td>PG Diploma Courses</td>
</tr>
</tbody>
</table>

Central Library

The central library of the institute is named as ‘H. R. Dhanda Library’ after the name a prominent industrialist of the town. The institute library was established in the year 1964 with a single room. In 1977, it was on one floor in the old college campus. In the year 2000, the library was shifted in the basement of Hero Heart institute building. Presently, the library is spread over an area of 6930 sq. feet. There are 21,650 books including 20,600 text books, 500 reference books on different medical subjects, and 550 general books. The library is centrally air conditioned. The library is fully computerized and uses TLS (Total Library Solution) library software. In the library, Wi-Fi Internet facility is also provided for the students and faculty. DMCH Library is linked with the HSLIBNET Consortia of the Baba Farid University of Health Sciences, Faridkot, through which the users can access the online medical journal databases (http://www.dmch.edu).
Library Timings

Working Day: 8:00 am to 12 Midnight

Sunday/ Holiday: 8:00 am to 10 pm.

Library Members

The library has approximately 800 members including medical and paramedical students, faculty, and staff.

Library Collection

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>21650</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>150 ( Indian-31 &amp; Foreign-119)</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>20,800</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>1200</td>
</tr>
<tr>
<td>CD based databases</td>
<td>25</td>
</tr>
<tr>
<td>E-books</td>
<td>52</td>
</tr>
<tr>
<td>E-journals</td>
<td>425</td>
</tr>
<tr>
<td>Magazines</td>
<td>8</td>
</tr>
<tr>
<td>CDs/DVDs &amp; A-V Cassettes</td>
<td>300</td>
</tr>
<tr>
<td>Micro reader</td>
<td>1</td>
</tr>
<tr>
<td>Newspapers</td>
<td>7</td>
</tr>
</tbody>
</table>

(As on December, 2012)

Sections

The library is organised in the various sections, these are:

- Acquisition Section
- Book Bank Section
- Circulation Section
- Digital Library Section
- Periodical Section
- Rare Book Section
- Reference Book Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section

**Library Services**

- Reference Service
- Circulation Service
- Internet Browsing Service
- Electronic Document Delivery Service
- Current Awareness Service
- Selective Dissemination of Information
- Inter Library Loan
- Online Medical Databases
- CD-ROM Database Search
- Reprography Service

**Library Orientation/Information Literacy Programme**

Library orientation Programmes are organised every year for the members of the library in which a formal introduction is provided about the library sections, services and information resources. Information Literacy Programmes are also conducted annually for the medical students and faculty in the area of library catalogue/OPAC, search strategies for electronic resources, online medical
databases, citation style and how to write research reports. Sometimes, lectures are also delivered by the library staff in collaboration with the database publishers in the use of medical databases.

**GURU GOBIND SINGH MEDICAL COLLEGE, FARIDKOT**

Guru Gobind Singh Medical College, Faridkot and its attached hospital were taken over by the Punjab Govt. from a private trust in 1978.

![Guru Gobind Singh Medical College, Faridkot](image)

**Picture 1.8: Guru Gobind Singh Medical College, Faridkot**

The college provides medical education to the under graduates (MBBS) and Post graduates in different specialties besides providing good and affordable medical care to the public of the adjoining areas. The college has three main campuses i.e. College complex, Hospital complex and Residential complex to provide latest diagnostic technique different laboratories in the Department of Pathology, Biochemistry and Microbiology have been set-up with the latest equipments. Guru Gobind Singh Medical College is affiliated with Baba Farid University of Health Sciences (BFUHS), Faridkot and linked with its HSLIBNET consortium for accessing online journals medical databases.
Courses

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Postgraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>MD/MS</td>
</tr>
</tbody>
</table>

Central Library

The central library of the medical college was established in the year 1978. The library has a rich collection of approximately 10,000 text books and 3,000 reference books. 26 printed periodicals are subscribed by the library. The library has 300 active members. It has a sitting capacity of 200 users. The library remains open 8:00 am to 8:00 pm. During winter and summer vacations, library remains open 9:00 am to 4:00 pm. The reading room of the college remains open in working hours only (http://www.ggsmch.org/).

Library Timings

Working Day: 8:00 am to 8:00 pm.

Library Members

The library has approximately 300 members including medical and paramedical students, faculty, and staff members.

Library Collection

<table>
<thead>
<tr>
<th>Books</th>
<th>13,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Periodicals</td>
<td>26</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>5,000</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>400</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>100 (through HSLIBNET)</td>
</tr>
<tr>
<td>Magazines</td>
<td>10</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>200</td>
</tr>
<tr>
<td>Newspapers</td>
<td>6</td>
</tr>
</tbody>
</table>

(As on December, 2012)
Sections

- Acquisition Section
- Circulation Section
- IT Cell
- Maintenance Section
- Periodical Section
- Reference Book Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section

Library Services

- Reference Service
- Circulation Service
- Internet Browsing Service
- Current Awareness Service
- Inter Library Loan
- Online Medical Journal Database Search
- CD-ROM Database Search
- Reprography Service
- CD-Write Service
- Image/Text Scanning Service

Library Orientation/Information Literacy Programme

Library orientation Programmes are organised every year for the library members in which instruction regarding library resources and services is provided.
GOVERNMENT MEDICAL COLLEGE, PATIALA

Rajendra Hospital Patiala was named after the Maharaja Rajendra Singh. The foundation was laid down by Maharaja Yadvinder Singh on 15th April 1950. Government Medical College, Patiala was started on 29th September, 1953 at Patiala.

![Government Medical College, Patiala](image)

**Picture 1.9: Government Medical College, Patiala**

**Courses**

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Postgraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>MD</td>
</tr>
<tr>
<td>B.Sc. (Nursing)</td>
<td>M. Sc.</td>
</tr>
</tbody>
</table>

**Central Library:** The central library of the college was built in the year 1953. The library has a rich collection of 19,996 books and 437 reference books. Library has a reading room with the seating capacity of 200 users (http://www.gmcpatiala.com).
Library Timings

<table>
<thead>
<tr>
<th>Periods</th>
<th>Opening Time</th>
<th>Closing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine library time</td>
<td>8:00 am</td>
<td>9:00 pm</td>
</tr>
<tr>
<td>15 Dec to 15 Jan</td>
<td>9:30 am</td>
<td>4:00 pm</td>
</tr>
<tr>
<td>1 June to 31 July</td>
<td>9:30 am</td>
<td>4:00 pm</td>
</tr>
<tr>
<td>Otherwise</td>
<td>8:00 am</td>
<td>6:00 pm</td>
</tr>
</tbody>
</table>

Library Members

The library has approximately 900 members including medical students, faculty and paramedical staff.

Library Collection

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Books</td>
<td>20,433</td>
</tr>
<tr>
<td>Periodicals</td>
<td>10652</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>2500</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>100 (through HSLIBNET)</td>
</tr>
<tr>
<td>Magazines</td>
<td>4</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>-</td>
</tr>
<tr>
<td>Newspapers</td>
<td>7</td>
</tr>
</tbody>
</table>

(As on December, 2012)

Sections

- Acquisition Section
- Circulation Section
- Computer Section
Library Services

- Reference Service
- Circulation Service
- Internet Browsing Service
- Current Awareness Service
- Online Medical Database Search
- Reprography Service

Library Orientation/Information Literacy Programme

Library orientation Programme is organised annually to introduce the uses with the library, its various sections, information sources and services.

**PUNJAB INSTITUTE OF MEDICAL SCIENCES, JALANDHAR**

The Punjab Institute of Medical Sciences (PIMS) is a private medical institution in Jalandhar, Punjab. The college came into existence in the year 2011 and is managed by a Trust. PIMS was envisaged by the Govt. of Punjab with a view to establish a Medical College-cum-Teaching Hospital equivalent to the standards of All-India Institute of Medical Sciences (AIIMS), in terms of clinical expertise and top-of-the-line tertiary care. The affiliation of this institution is to the Baba Farid University of Health Sciences, Faridkot.
Central Library
The institute has a central library which was established in 2011. The institute library covers an area of 2400 sq. ft. It has about 5261 books in which 4261 are text books and about 1000 are reference books. The institute library subscribes 34 current journals and has 2000 bound journals. PIMS library also provides access to various online medical journals through HSLIBNET Consortium of the BFUHS, Faridkot in order to keep the medical professional up to date (http://www.pimsj.com).

Library Timings

<table>
<thead>
<tr>
<th>Periods</th>
<th>Opening Time</th>
<th>Closing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library time</td>
<td>8:00 am</td>
<td>10:00 pm</td>
</tr>
<tr>
<td>Summer</td>
<td>8:00 am</td>
<td>10:00 pm</td>
</tr>
<tr>
<td>Winter</td>
<td>9:00 am</td>
<td>10:00 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>9:00 am</td>
<td>4:00 pm</td>
</tr>
</tbody>
</table>
Library Members

The library has approximately 400 members including medical students and faculty.

Library Collection

<table>
<thead>
<tr>
<th>Collection</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Books</td>
<td>5261</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>34</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>2000</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>7</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>Through HSLIBNET</td>
</tr>
<tr>
<td>Magazines</td>
<td>-</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>257</td>
</tr>
<tr>
<td>Newspapers</td>
<td>13</td>
</tr>
</tbody>
</table>

(As on December, 2012)

Sections

- Acquisition Section
- Circulation Section
- Digital Library Section
- IT Section
- Periodical Section
- Reference Book Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section
Library Orientation/Information Literacy Programme

Library orientation Programme is organised every year for the entrants of the library. Apart from this, user oriented Information Literacy Programmes are also conducted annually for the medical students and faculty in the area of library catalogue/OPAC, search strategies for electronic resources, online medical databases etc.

POSTGRADUATE INSTITUTE OF MEDICAL EDUCATION AND RESEARCH, CHANDIGARH

The PGIMER owes its inception to the vision of late Sardar Partap Singh Kairon, the then Chief Minister of Punjab and the distinguished medical educationists of the then combined state of Punjab, supported by the first Prime Minister of India Pt. Jawahar Lal Nehru who considered the institutions of scientific knowledge as temples of learning and the places of pilgrimage. The institute started in 1962. On 7th July 1963 Pandit Jawahar Lal Nehru inaugurated the hospital and now it is named as “Nehru Hospital”. The Institute was originally under the Government of undivided Punjab. After the reorganization of the state, the administrative control of the institute passed on to the Union Territory of Chandigarh in November 1966. The Institute became an autonomous body under the Act of Parliament in 1967 functioning under the Ministry of Health and Family Welfare, Government of India.

Courses

<table>
<thead>
<tr>
<th>Postgraduate Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MD</td>
<td>MCH</td>
</tr>
<tr>
<td>MS</td>
<td>MDS</td>
</tr>
<tr>
<td>DM</td>
<td>Ph. D</td>
</tr>
</tbody>
</table>
PGIMER Library

Keeping in view the research work being carried out in PGIMER, the PGIMER library was established in 1961. It started functioning in the year 1962. It functions under the direction and control of the director. To start with, it was housed in different rooms of Nehru Hospital. Presently, the library of the institute is located in new separate building. It was inaugurated on 29th November 1994 by B. Shankranand, Union Health Minister and it is named as ‘Tulsi Das Library’ after the name of first Emeritus Professor of PGIMER. It remains open for 15 hours and 17 hours during examination months i.e. (April & November). The library reading room opens for 24 hours. The institute library is equipped with 3M (RFID) detection system and RFID self checkout system. It is fully computerised and uses LIBSYS software for all the in-house activities of the library. The distinctive feature of the library is Open Access System. The institute library is subscribing to the various online medical databases. The library is also a member of ERMED Consortia; through this Consortium we can have access to BMJ, Oxford University Press, Royal Society of Medicine, and American Academy of Pediatrics Online Medical Databases. PGIMER library has institutional membership of British library and DELNET. It also provides Internet, Wi-Fi and CD-ROM browsing service to all the users (http://pgimer.edu.in).

![Picture 1.11: PGIMER- Tulsi Das Library](image-url)
Library Timings
Library remains open from 9.15 A.M. to 12.00 midnight throughout the year except in the month of April & November, in which the reading room timings are 9.15A.M. to 2.00A.M. Library observes holidays on 26th January, 15th August, 2nd October, Holi, Diwali, Guru Nanak Birthday and Christmas.

Library Collection

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>45060</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>530 (Indian-95 &amp; Foreign-435)</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>55885</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>4512</td>
</tr>
<tr>
<td>E-books</td>
<td>52</td>
</tr>
<tr>
<td>E-journals</td>
<td>494</td>
</tr>
<tr>
<td>Magazines</td>
<td>11</td>
</tr>
<tr>
<td>CD based medical databases</td>
<td>580</td>
</tr>
<tr>
<td>CDs/DVDs &amp; A-V Cassettes</td>
<td>450</td>
</tr>
<tr>
<td>Newspapers</td>
<td>15</td>
</tr>
</tbody>
</table>

(As on December, 2012)

Sections
The library is organised in the following sections:

- Acquisition Section
- Book Bank Section
- Circulation Section
- Digital Library Section
- Periodical Section
- Rare Book Section
- Reference Book Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section
Library Services

- Reference Service
- Circulation Service
- Internet Browsing Service
- Wi-Fi Internet Service
- Electronic Document Delivery Service
- Current Awareness Service
- Selective Dissemination of Information
- Inter Library Loan
- Online Medical Journal Database Search
- CD-ROM Database Search
- Web OPAC Search
- CD-Write Service
- Image/Text Scanning Service

Library Orientation/Information Literacy Programme

Library Orientation Programme is organised every year by the library. PGIMER library conducts Information Literacy Programmes in every six month in the area of Library Catalogue/OPAC, search strategies for electronic resources, online medical databases, citation style and how to write research reports. Seminars and workshops are also organized by the publishers of different databases in collaboration with library staff for the medical professionals of the institute.

GOVERNMENT MEDICAL COLLEGE & HOSPITAL, CHANDIGARH

The GMCH was started in the year 1991 by the Chandigarh Administration. This medical college is considered to be the state of the art medical college & is presently ranked at 14th position in all India ranking as per recent outlook.
survey. The Medical College has nearly 350 teaching staff in basic and clinical departments in addition to 70 junior residents. The faculty is highly qualified and selected directly or through the PGI, Chandigarh, All India Institute of Medical Sciences, New Delhi, Directorate General of Health Services, New Delhi and the states of Punjab, Haryana, Himachal Pradesh and J&K.

![Government Medical College & Hospital, Chandigarh](image)

**Picture: 1.12: Government Medical College & Hospital, Chandigarh**

**Courses**

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Postgraduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBBS</td>
<td>MD/MS</td>
</tr>
<tr>
<td>B. Sc. (Nursing)</td>
<td>M. Ch</td>
</tr>
<tr>
<td></td>
<td>DM</td>
</tr>
<tr>
<td></td>
<td>PG Diploma Courses</td>
</tr>
</tbody>
</table>

**Central Library**

The Government Medical College and Hospital library was established in 1992 in a small room, with a few books and one librarian in Prayas building, Sector
38, Chandigarh. At present, library is located at Level 5, B-Block, Hospital building, Sector 32 of Chandigarh. GMCH library is fully computerised and automated with LIBSYS software. The GMCH library is a member of NML consortia through which it provides access to several online medical databases (http://gmch.gov.in/).

**Library Timings**

Working Day: 8:00 am to 10 pm.

The library remains open on Sundays and holidays.

**Library Members**

The library has approximately 800 members including medical and paramedical students, faculty, and staff.

**Library Collection**

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>11,000</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>152</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>6,000</td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>135</td>
</tr>
<tr>
<td>E-books</td>
<td>-</td>
</tr>
<tr>
<td>E-journals</td>
<td>380</td>
</tr>
<tr>
<td>Magazines</td>
<td>17</td>
</tr>
<tr>
<td>CDs/DVDs</td>
<td>450</td>
</tr>
<tr>
<td>Audio Cassettes</td>
<td>90</td>
</tr>
<tr>
<td>Newspapers</td>
<td>10</td>
</tr>
</tbody>
</table>

(As on December, 2012)
**Sections**

- Acquisition Section
- Archive Section
- Book Bank Section
- Circulation Section
- Digital Library Section
- Periodical Section
- Reference Book Section
- Reprography Section
- Technical Section
- Theses/Dissertation Section

**Library Services**

- Reference Service
- Circulation Service
- Internet Browsing Service
- Electronic Document Delivery Service
- Current Awareness Service
- Selective Dissemination of Information
- Indexing Service
- Inter Library Loan
- Online Medical Database Search
- CD-ROM Database Search
Library Orientation/Information Literacy Programme

The institute library conducts Orientation Programme every year for the new entrants of the library. GMCH library conducts Information Literacy Programmes annually for the medical students and faculty in the area of library catalogue/OPAC, search strategies for electronic resources, online medical databases and how to write research reports.

OBJECTIVES OF THE STUDY

The purpose of the present study is to determine the level of Information Literacy among Faculty and Students of Medical Colleges of Haryana, Punjab and Chandigarh. The specific objectives of the present study are:

1. To understand the respondents’ ability to identify and specify their information needs;
2. To know the level of awareness of the respondents about different sources of information;
3. To determine the respondents’ ability to access and evaluate the traditional printed as well as electronic resources;
4. To know how effectively the respondents are able to retrieve the required information from the sources;
5. To know how satisfactorily the respondents are able to make use of the retrieved information for satisfying the information need;
6. To ascertain the part played by LIS professionals in making the respondents information literate;
7. To know the opinion of the respondents regarding the present Information
8. To suggest measures to improve the existing ILP.

HYPOTHESES OF THE STUDY

1. There is no significance difference in the respondents’ purpose of information need.
2. There is no significance difference in the respondents’ level of awareness about different sources of information.
3. There is no significance difference in the respondents’ ability to access and evaluate information in traditional printed as well as electronic resources.
4. There is no significance difference in the respondents’ ability to retrieve the required information from the sources.
5. There is no significance difference in the respondents’ ability to make use of the retrieved information for satisfying their information need.
6. There is no significance difference in the respondents’ satisfaction level regarding the present Information Literacy Programme of the institution.

LIMITATIONS OF THE STUDY

The present study is limited to the statement of the problem, objectives of the study and the sample selected for the study. Apart from these, other limitations of the study are:

- There are diversified people in medical colleges, but only students and faculty members have been included in the study.
- Baba Farid University of Health Sciences (BFUHS), Faridkot was also taken for the study. At the time of data collection, it was found that there is no medical department, medical faculty and students in BFUHS. Due to this reason, it has been excluded from the study. Actually, BFUHS acts as a central university and all the medical colleges of Punjab are affiliated to it. It has a university library which provides services to the medical professional of all the affiliated colleges of Punjab. The university library
also maintains a **HSLIBNET** (Health Sciences Library Network) consortium of Punjab State. HSLIBNET – is a resource sharing consortium for learning materials of all the teaching and research institutions affiliated to the university.

- Faculty members were reluctant to fill up the questionnaires due to their busy schedule. In spite of this, serious efforts were made to collect data from faculty member by visiting their departments or personal rooms.
REFERENCES


10. CILIP. Accessed 7 December, 13. http://www.cilip.org.uk/about/special-
interest-groups/information-literacy-group


