Chapter V

Library and Information Science Education in India

Library and Information Science education is a professional education with the objective of providing trained librarians, who can deal with information needs of various groups of users, such as students, teachers, researchers, planners, decision makers and the public in general. Therefore, an expert librarian should be able to administer the library, organize materials and operate a wide range of library services necessary for the dissemination of information. For this purpose, education in library science must keep up with the advances in technology and communication phenomena, and also be flexible enough to face the changes and challenges of information needs of today and tomorrow of the society.

As mentioned in the preceding chapter, library science education in India started in 1911 with library training, in Central Library, Baroda. A more systematic and academic training program was initiated in 1915, by Punjab University (Lahore). This happened to be the first University Library program in India. (Bansal and Tikku, 1977). As Agrawal (1996, P.89) indicates: "The training school at Punjab University is the second library school in the world, after the Columbia School". According to Bansal and Tikku (1988), the curriculum included 25 lectures in five major areas: Cataloging, Classification, Bibliography, Book selection, and Library administration.

In 1921, the curriculum was reorganized in twelve major areas, viz: 1) Book selection, 2) Law of copyright in India and England, 3) Oriental bibliography, 4) Source of provincial histories of India, 5) Library buildings, their design and equipment, 6) Open access, 7) Technical libraries, 8) Study of foreign languages, 9) Linguistic survey of India, 10) From Tennyson to Bernard Shaw, 11) Milestones of English literature, and 12) Anglo-American literature (Bansal and Tikku, 1976).

With the increasing number of libraries, need for trained librarians also increased and as a result, library training geared up and many institutions and universities started library science education. The program was known as Diploma in Library Science till 1958.
Library Science till 1958 after which, Aligarh Muslim University changed its program and named it as Bachelor of Library Science. Other universities also followed this change (Bansal and Tikku, 1977).

The University of Delhi was the first to start a school of Library Science in 1947 (Srivastava, 1991). And the first Master's level program in library science was offered by University of Delhi in 1948. Banaras Hindu University was the second university that started this program in 1965. University of Bombay introduced Master’s level program in 1968, but it was a part-time course. There were no significant additions till 1970 in which Panjab University, Chandigarh initiated Master’s program (Bansal and Tikku, 1988). According to Asundi and Kemparaj (1989), in 1970’s a sudden decline is found in growth of library schools in India. It would have better stagnated in 1980’s. But it has again shown a sudden increase.

Curricula Development Committee

According to Agrawal (1996), although by 1956 the number of schools of Library Science rose to 10, there was no written document laying down certain norms and prescribed standards or projecting a policy, etc., till 1958. A policy on library science education was partially covered by the University Grants Commission Libraries Committee headed by Dr. Ranganathan in 1957.

The University Grants Commission (UGC) is the highest organization for academic education in India. It is regarded as an integral part of the higher education and the University system in general. After Independence, in 1948, a University Education Commission was appointed by the Government of India. This commission was responsible for reporting on Indian University education and to suggest improvements and extensions that may be desirable to suit present and future requirements of the country. The Commission recommended constituting the University Grants Committee of the Government of India. Following this recommendation, the Government, in 1952, set up the University Grants Committee to advise the Government on the issues of higher education. On 28th December 1953, the University Grants Commission was formally inaugurated, at New Delhi by the Minister of Education, Maulana Abul Kalam Azad, in the presence of Shri Jawaharlal Nehru, the
includes a Chairman, a Vice-chairman, and 10 members. All are appointed by the Ministry of Human Resources Development. The UGC in turn appointed expert committees for each field of knowledge to advise it in all academic matters. By that time, UGC also laid down qualifications of faculty members, defined the standards of instruction for the grant of degrees and coordinated the work facilities in Universities. (Vohra, 1997).

In 1961, UGC Review Committee on Library Science was appointed, again under the chairmanship of Dr. Ranganathan. The Committee laid down a detailed pattern for Library and Information Science education. The report of this committee was published by the UGC under the title *Library Science in Indian Universities* in 1965. The Committee laid down three functions for a library school:

1. To train professional librarians
2. To prepare the holders of Bachelor of Library Science (BLS) degree for the additional leading to the Masters of Library Science (MLS) degree
3. To engage in research and to train the professionally qualified staff to do research

The Committee also suggested the following curriculum for BLS:

1. Library organization
2. Library administration
3. Physical bibliography and book selection
4. Library classification (Theory)
5. Library classification (Practice)
6. Library cataloging (Theory)
7. Library cataloging (Practice)

In addition, the Committee suggested the following curriculum for MLS and included a dissertation as well:

1. Universe of knowledge: it's development and structure
2. Depth classification (Theory)
3. Depth classification (Practice)
4. Advanced library cataloging (Theory)
5. Library system (public/ academic/ research and technical).
Curricula development

A curriculum is to be created and modified from time to time with definite objectives. The curricula followed so far was basically designed in 1960's. The Department of Library Science of the University of Delhi organized a National Seminar on Library and Information Science Education in India from 3rd to 8th of October 1977, with the financial support of UGC. The recommendations of this seminar, along with the proposed syllabi for various courses, were discussed by a panel in 1979, which suggested six theoretical and two practical courses with small variations to the recommendations of UGC Committee for BLS curriculum (UGC, 1993). Suggested courses were:

1. Library and society
2. Library management and administration
3. Library classification (Theory)
4. Library classification (Practice)
5. Library cataloging (Theory)
6. Subject indexing (Theory)
7. Library cataloging and subject indexing (Practice)
8. Reference and information services

According to Sing (1998a, P.34) "the University Grants Commission set up a panel on Library and Information Science to review periodically the different aspects of the existing LIS education programs in the country and make recommendations for future developments. In the early 1980s the Panel finalized its recommendations with regard to areas such as status of library science departments, teaching faculty, financial support, physical facilities, syllabi for BLIS, MLIS, and M.Phil programs, and these were then sent to LIS departments in the country for implementation (Mangla, 1998). As a result, the nomenclature of departments as well as that of the courses were changed from library science to library and information science. Besides some cosmetic changes were made in the curriculum by some departments without keeping in view the recommendations. The University Grants Commission once again set up a Curriculum Development Committee in LIS, which in its report (UGC, 1993) recommended new curriculum strengthening the information science components, particularly at the Masters' level. The implementation of these recommendations has yet to take place in most of the departments".
In order to meet challenges of information age (i.e. rapid development of information technology and communication) students should develop new skills and adhere to professional attitude. This required a new organized curriculum. So, in 1982, a new curriculum for Masters’ program was suggested by the UGC panel to include:

1. Universe of knowledge: it’s development and structure
2. Information storage and retrieval / Depth classification
3. Information systems and programs
4. Information and literature source in Humanities / Sciences / Social sciences / Medical sciences / Engineering & technological sciences / Agriculture science
5. Computer application / Comparative librarianship / Library systems analysis
6. Public library system / Academic library system / Research and technical library system / Agricultural library system / Medical library system / Engineering and technological library system

According to Karisiddapa and Sangam (1994), in order to appreciate the need for continuous reorganization and modernization of LIS curriculum and the need for a common core curriculum to strengthen unity within diversity and to facilitate mobility from one part of the country to another, UGC set up Curriculum Development Centers (CDC) in 1993 in various subjects of study at different universities.

The UGC also appointed the Curriculum Development Committee to restructure the courses of studies. The Committee held several meetings and prepared a detailed report, which was submitted to UGC for its consideration. The Committee in consideration of the challenges facing the library and information profession, made a substantial change in the pattern of LIS education, suggested restructured curricula for all levels so as to withstand the situation and to meet the needs of current development and future demands of information society (UGC, 1993).

Curricula of LIS Education: CDC recommendations for BLIS and MLIS programs consisted of scheme of courses (core and elective courses), and detailed objectives of each course as well as recommended books.
A. Core courses
1. Library and information society
2. Library and information management
3. Library classification: Theory & Practice
4. Library cataloging and subject indexing-Theory & Practice
5. Information sources and services

Elective Courses:
1. School and children's libraries
2. University and college libraries
3. Public library system
4. Government departmental libraries
5. Research and development libraries
6. Archives librarianship
7. Engineering and technology library and information system
8. Medical librarianship
9. Agricultural library and information system
10. Law libraries
11. Music libraries
12. Industrial library and information system
13. Manuscripts
14. Library building, fittings and furniture
15. Local studies librarianship

II. MLIS course contents:
A. Core Courses
1. Information and communication; evaluation and development
2. Library and Information management, sources and services
3. Computer technology, library automation and information system
4. Information processing and retrieval
5. Research methodology and informatics
4. Information processing and retrieval
5. Research methodology and informatics

B. Elective Courses. Students choose elective courses according to their talents and interests. Elective courses offer an opportunity to pursue studies in special areas. CDC in its report (UGC, 1993) declared the main aims of elective courses as:

- Developing necessary skills to handle different types of libraries, information centers/systems, sources and services.
- Gaining insights into problems in information studies which can be explored in more detail than is possible in core courses.

Elective courses included:
1. Comparative and International librarianship
2. Higher education and academic library system
3. Communication, mass media and public libraries
4. Bibliographic control
5. User education and user studies
6. Education for library and information science.

III. MLIS integrated program

To answer the demand for better-qualified librarians and to avoid overlaps in the contents of BLIS and MLIS, some departments, with necessary infrastructure, had initiated a two-years integrated program. That is a full-time course of two academic years duration. At the end of each academic year, there is an examination and on completion of the course, the candidate is awarded the Degree of Master of Library and Information Science (UGC, 1993, p. 25).

A. Core Course

First year
1. Foundation of librarianship
2. Library and information management
3. Library classification: Theory and practice
4. Library cataloging and indexing: Theory and practice
5. Information sources and services
Second year
1. Information and communication: Evaluation and development
2. Information processing and retrieval
3. Computer applications, library automation and information systems
4. Research methodology and informatics

B. Elective Courses. Optional courses are offered in two groups. Candidates have to select two courses from group one in the first year, and two courses in the final year with the same condition (UGC, 1993). These courses are mentioned below:

First group
1. Higher education and academic library system
2. Communication, mass media and public libraries
3. School and children’s libraries
4. Medical libraries
5. Law libraries
6. Music libraries
7. Engineering and technology libraries
8. Agricultural libraries
9. Industrial libraries
10. Archives libraries

Second group
1. Bibliographic control
2. Education for library and information science
3. User education and user studies
4. Comparative and international librarianship
5. Manuscript
6. Preservation and conservation
7. Learning skills and reading habits
8. Library buildings
9. Local studies librarianship
10. Non-book materials
Specialties of LIS Education in India

The Curriculum Development Center in Library and Information Science (CDC), in 1993 prepared in detail all the specialties of LIS education. Library and Information Science education is a professional education and it is a specialized area of human training. Accordingly it has a concrete content and objectives. Preparation for librarianship and information work requires a mastery of the body of knowledge and techniques utilized in library and information operations, and services which constitute the discipline of Library and Information Science.

The primary aim of education for library and information science should be the training of the intellect in matters pertaining to human knowledge and information, and its goal should be the achievement of the highest wisdom in promoting the utilization of knowledge and information for the benefit of mankind (UGC, 1993)

1. Standardization: As the advancement in library and information science was very rapid and information needed changes with the same speed, necessity was felt that the library science curricula should also be modified in order to train librarians with ability to catch up with the changes. In September 1983 an All India seminar on National policy for Library and Information Science, under the sponsorship of UGC and with the collaboration of Nagpur University and also the Indian Association of Teachers of Library and Information Science (IATLIS), was held in Nagpur (UGC, 1993). The seminar discussed on a national policy, levels of training, agencies that should handle bibliographic organization and control in LIS, policy for research and training, and monitoring evaluation and standardization (UGC, 1993). Some of the recommendations of the seminar are:

- In order to lay down and maintain standards in LIS Education, the seminar reiterates the need for an accreditation system. The UGC and the Government of India are requested to take suitable steps in this direction.
- LIS, being a professional subject wherein regular teacher-student contact is essential, it is recommended that correspondence/ open university courses should not be conducted.
• No new department of LIS be started or new courses added to the existing ones in the department, without making survey of the manpower requirements of the region and proper facilities.

• In the interests of maintaining proper standards in LIS education and in view of the need for appropriate mechanism for maintaining LIS education programs at various levels, the National Council for Library and Information Science (if and when set up in terms of the proposed National Library and Information Policy) should consider a suitable mechanism for accreditation of LIS courses in the country in order to maintain uniformity and highest professional standards (ILA, IASLIC, GIL, and IATLIS, 1987, P.19).

Again, in 1985, Government of India set up a Committee on National Policy on Library and Information System. The Committee submitted in May 1986 to the Government, its report entitled "National Policy on Library and Information System. A Presentation". This report was the result of a series of seminars, symposia, and meetings.

The Government also set up an Empowered Committee to assess the policy document and draw up an action plan and the report of this Committee was received by The Government containing the following recommendations:

• "In view of the rapidly expanding library and information services and the fast changing character of library and information science, the development of manpower in a planned manner becomes essential. The Indian librarian and information scientist in particular will face the difficult task of carrying the literacy 'drive on the one hand and dealing with the technological revolution on the other.

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

• Para-professional training courses may be undertaken by other appropriate agencies, but care must be taken to ensure uniformity and quality of such training all over the country.
In view of the challenging and dynamic situation in the profession, the Indian library and information professional must be given every facility to refresh his/her expertise, so as to keep abreast of advancing knowledge by a planned development of continuing education programs in the field.

Considering the fact that library and information science courses tend to proliferate, introducing on occasions a dilution of standards, there should be an accreditation agency to ensure the standard and the quality of the training imparted.

The national need of furthering higher education and research in library and information science may be undertaken by a National Center to be established for the purpose.

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

The Government of India should recognize the need for the creation of an All India Library Service and implement the plan when feasible. The creation of such a service will strengthen the national network of library and information systems."(UGC, 1993)

2. Eligibility condition: For admission to BLIS, candidates must have passed at least a Bachelor's Degree examination under (10+2+3) pattern of education with a minimum of 50% marks. For admission to MLIS, candidates must have passed the Post-Graduate Diploma / Bachelor in Library Science with a minimum of 50% marks. (Agrawal, 1996)

3. Duration: BLIS and MLIS are whole time courses, each of one academic year. According to the Report of Curriculum Development Center in Library and Information Science (UGC, 1993, P.25):

"the UGC Review Committee 1965 mentioned that the time table of the B Lib Sc course should provide at least 400 working hours during a session ... The time table of the M Lib Sc course should provide for 300 – 325 hours of lectures, tutorials and seminars. The time needed for guiding the M Lib Sc students in their project work or for practicals should be in addition to the provision suggested above. But,
the UGC Review Committee 1965 mentioned that the time table of the B Lib Sc course should provide at least 400 working hours during a session ... The time table of the M Lib Sc course should provide for 300 – 325 hours of lectures, tutorials and seminars. The time needed for guiding the M Lib Sc students in their project work or for practicals should be in addition to the provision suggested above. But, unfortunately, none of the schools today is in a position to stick to these norms due to various impediments. Chief among them are all shortage of staff, large number of holidays, loss of working days due to strikes, pressure of examination schedule, and many others.

4. Media of education: In most of the universities in India, the medium of instruction and examination at Bachelor and Master’s level is English. However, some universities allow Hindi with some other regional languages. Though the medium of instruction is English, students are permitted to write the answer books in regional languages. In some places, the medium of examination is both English and regional languages.

5. Methods of teaching: Bansal and Tikku (1975) state that the first national workshop on methods of teaching and evaluation in Library Science was held in University of Delhi from May 15 to 30, 1973 with sponsorship of UGC. This workshop indicated use of different methods of teaching in different courses and recommended the use of audio-visual aids, workshop, laboratory, and educational tours for visit to various types of libraries. Based on Agrawal’s idea (1996, P.28): “The lecture method is the generally practiced method up to MLIS level. It is only at the Associateship level that lectures are reduced to a minimum. Here the teaching program includes class discussion, tutorial work, group discussions and project work. This ensures active participation of the students in the learning process... As part of practical work, the university departments arrange tours to other libraries so that the students may observe, at close hand, services provided by different types of libraries... There is greater need to accord due emphasis to the teaching techniques like seminar, role playing exercises, simulations, creativity, etc.”

According to Singh (1991), at most of the places in India the lecture method of teaching supplemented by tutorial method and seminar method is being adopted, while other methods may also be adopted.
Tutorials be organized on regular basis
New techniques like role-playing, management principles, case studies, etc. be used
Computer simulations be developed
‘Hands-on’ experience be provided wherever possible
Educational tours and visit to libraries be carried out on regular basis

6. Examination and evaluation: Standards for passing the examinations vary from department to department. Some standards are mentioned below:
   a. University of Bombay, Bombay. To pass the examination, a candidate must obtain minimum of 35% marks in each of the written papers and a minimum of 40% in all papers taken together. For practical examination, minimum of 40% of the marks in each head, and minimum of 50% of the marks in all the heads of the practical examination taken together are required to qualify.
   b. University of Calcutta, Calcutta. The minimum marks for a pass shall be 40% for the Records of Term work and 40% of the aggregate subject to a minimum of 35% marks for the written examination in each paper. In the case of a candidate who fails in the examination, the internal evaluation marks shall be carried over to subsequent appearance of the candidate for an examination in the subjects. This rule shall also apply to the marks of Records of Term work.
   c. University of Delhi, Delhi. Marks on account of ‘internal assessment’ will be assigned by the teachers in the Department. The Head of the Department will send the internal assessment marks to the University at the end of each semester. The pass marks required for each paper will be 40%. Marks secured by the candidates in the internal assessment will be included in the total marks of each paper.
   d. University of Kashmir, Srinagar. Each paper is of three hours’ duration and carries a maximum of 100 marks, out of which 75 marks are set apart for the written examination and 25 marks for internal assessment. In addition, the students must submit the Records of Term Work, which shall include the following: (The Records of Term Work will carry 100 marks)
e. Panjab University, Chandigarh. There shall be eight courses; four in the first semester and four in the second semester. Each course shall carry an internal assessment of 20% marks. The Chairman of the Department shall forward the marks obtained by the candidates, on the basis of periodic class tests and written assignments, to the Controller of Examinations at least one week before the commencement of the examination. The minimum marks required to pass a Semester examination (50% in external examination of each theory and practice course, and 50% in internal assessment of each theory and practice course).

f. University of Pune, Pune. In order to go through the course of Lectures and Practicals to the satisfaction of the Head of the Department, a student should have attended at least 3/4ths of the total number of lectures and practicals in the said course, and shall have secured at least 40% marks in term-work. The examination should consist of three components: Theory courses, Practicals and Term Work. Candidates shall appear in first two components simultaneously (Agrawal, 1996).