UGC

MODEL

CURRICULUM

LIBRARY AND INFORMATION SCIENCE

UNIVERSITY GRANTS COMMISSION
NEW DELHI

2001
FOREWORD

Renewing and updating of the Curriculum is the essential ingredient of any vibrant university academic system. There ought to be a dynamic Curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated Curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revising the Curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the Curriculum as old as few years or even more than a decade. Not going through the reasons for this inertia, the University Grants Commission, realising the need in this context and in relevance to its mandate of coordinating and maintaining standard of higher education, decided to adopt a pro-active role to facilitate this change and to ensure that the university Curriculum are soon updated to provide a standard education all over the country.

Curriculum Development Committee for each subject was constituted with the respective Convenor as its nodal person. The Committee besides having five subject experts drawn from the university system, was given a wider representation of various sub subject experts attending meetings of the Committee as the esteemed co-opted members which kept on changing from time to time as the need arose. The Committees, therefore, had representations from a large number of experts and had many meetings before final updated Model Curricula were presented to UGC.

The University Grants Commission and I as its Chairman are grateful to the nodal persons, a large number of permanent and co-opted members in different subjects and their sub disciplines for having worked seriously with committed devotion to have produced a UGC Model Curriculum in 32 subjects within a record period of 18 months.

The exercise would not have been possible without the support of our entire academic community. We can only hope that the results will fulfil their expectations and also those of university community and Indian society.

The UGC Model Curriculum has been produced to take care of the lacuna, defects/shortcomings in the existing Curricula in certain universities, to develop a new Model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject, to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including initiating new papers to cater to frontier development in the concerned subject.

The recommendations have been compiled by panels of experts drawn from across the country. They have attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their disciplines. It has also been aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.
Today all knowledge is interdisciplinary. This has been duly considered. Flexible and interactive models have been presented for the universities to extend them further as they would like. Each institution may have to work out certain uniform structures for courses at the same level, so that effective interaction between subjects and faculties is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The recommendations while taking all these features into account, have also made provisions for institutions who may not be in a position to undertake radical structural reform immediately. In any country, especially one as large and varied as India, academic institutions must be allowed enough autonomy and freedom of action to frame courses according to specific needs. The recommendations of the Curriculum Development Committees are meant to reinforce this. The purpose of our exercise has been to provide a broad common framework for exchange, mobility and free dialogue across the entire Indian academic community. These recommendations are made in a spirit of openness and continuous improvement.

To meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum must continue as a perpetual process. Accordingly, the University Grants Commission constituted the Curriculum Development Committees. If you need to seek any clarification, you may contact Dr. (Mrs.) Renu Batra, UGC Deputy Secretary and Coordinator of CDC who shall accordingly respond to you after due consultation with the respective nodal person of the concerned subject.

The University Grants Commission feels immense pleasure in forwarding this Model Curriculum to the Hon'ble Registrars of all Universities with a request to get its copies made to be forwarded also to the concerned Deans and Heads of Departments requesting them to initiate an early action to get their Curriculum updated. The University Grants Commission Model Curricula is being presented to the Registrar of the university with options either to adopt it in toto or adopt it after making necessary amendments or to adopt it after necessary deletion/addition or to adopt it after making any change whatsoever which the university may consider right. This UGC Model Curriculum has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

May I request Hon'ble Vice Chancellor and the Hon'ble Registrar including the esteemed Deans, Heads of Departments, Members of the Faculty, Board of Studies and Academic Council of the Universities to kindly update their Curriculum in each of the 32 subjects in consultation with Model Curriculum provided here. This has to be done and must be done soon. May I request the Academic administration of the universities to kindly process it immediately so that an updated Curriculum is adopted by the university latest by July, 2002.

The University Grants Commission requests the Hon'ble Registrars to confirm that this time bound exercise has been done and send a copy of the university's updated Curriculum in each subject to UGC by July 31, 2002. It is a must. It has to be done timely, failing which, the UGC may be forced to take an appropriate unpleasant action against the concerned university.

The UGC looks forward for your active participation in this joint venture to improve the standards to achieve excellence in higher education.

HARI GAUTAM
MS (SURGERY) FRCS (EDIN) FRCS (ENG)
FAMS FACS FICS FACS DSc (HON CAUSA)
CHAIRMAN, UGC
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PREFACE

Background

Since its inception, the University Grants Commission (UGC) has evinced keen interest in, and laid marked emphasis on development of University and College Libraries, together with formulation of Model Curriculum for different levels of Library and Information Science (LIS) courses conducted in Indian Universities, with a view to produce appropriate professional manpower for managing the work and services of different types and levels of Libraries, by harnessing literature explosion with the aid of prevalent technology. The UGC accomplishes this modest task of constituting various Committees, Subject Panel, and Curriculum Development Committee (CDC).

The UGC reconstituted Subject Panel in different disciplines including Library and Information Science vide their D.O. Letter No. F.2-13/97 (Desk Panel) dated 2nd April 1997, with Prof. (Dr.) C.R. Karisiddappa as its Convenor (Composition at Annexure I). General Terms of Reference for Subject Panels, communicated vide, the letter under reference, among other things, included preparation of Status Report, and also, modifications of existing guidelines. Thereafter, the then Chairman of UGC took a meeting with the Convenors of Subject Panels on 24th July 1997 in which it was emphasised that the existing “Curriculum Development Report be updated in collaboration with Curriculum Development Centres”.

In pursuance of these guidelines, the Subject Panel on Library and Information Science (LIS) took up the work of preparation of the new CDC Report on LIS, with its very first meeting held in Karnataka University, Dharwad on 10-11th March 1998. The plan for preparing Status Report and Model Syllabus in LIS was discussed in a couple of meetings of the Panel. On receiving further advice from the UGC, the Subject Panel Members interacted with the Convenors of Board of Studies in LIS of different Indian Universities for which purpose four Zonal Meetings were held at Kurukshetra University (12-13 November 1998), Utkal University (09-10 December 1998) Osmania University (29-30 December 1998) and North Eastern Hill University (13-14 April 1999). In its endeavour to prepare Status Report, the Panel circulated a questionnaire to all the teaching Departments of LIS in the country and the Status Report was prepared, which forms the Chapter F of this Report. The work of preparing Model Syllabus also progressed simultaneously.

The work of preparation of CDC Report received a fresh fillip and immense impetus from the directions received from Dr. Hari Gautam, Chairman, UGC, through his D.O. Letter No. F.4-1/97 (Desk Panel) dated 8th March 2000 and 31st August 2000 respectively (Annexure IV). Vide these letters, it was advised to constitute 3 Groups consisting of 8 Members each for completing
the work of preparation of CDC Report. These 3 Groups met in the UGC Office on 23-25th October, 2000, 4-6th December 2000 and 8-10th January 2001 respectively and finalised the Levels, Modules, Model Syllabus, Marks Pattern, Teaching Hours and Credits.

**Objectives**

Objective of this Report is to present Model Curriculum in the discipline of Library and Information Science for inculcating into future managers of Libraries and Information Centres, necessary skill and aptitude for converting their respective libraries into centre of activities and programmes of their parent organisations, as was envisaged by Kothari Education Commission. The Committee was cautiously convinced that in order to combat the effect of Literature Explosion, it was essential to design the Model Curriculum with a slant to Information Technology component in it so that the new technology based tools and techniques must be made Central Element of the Model Syllabus. Tradition has however not been sacrificed for technology, and the Committee has taken care to maintain a symbiosis between Traditional and Technological elements in this Model Curriculum.

**Guiding Factors**

The guiding factors in preparation of this Report, as elaborated in Section A5, have been:

1. Experience gained from the Reports of various Committees, referred to under “Sources”;
2. The change in LIS Curriculum, necessitated by spurt of literature in various forms and formats, which has deluged the libraries;
3. Immense capabilities of the Information Technology in harnessing this unmanageable spurt of literature; and
4. Maintaining symbiosis between technology and tradition

**Sources**

In their endeavour to prepare this Report, the Subject Panel, and the Curriculum Development Committee (CDC) have been greatly benefited from the below mentioned documents:

1. Minutes of various meetings of Subject Panel on LIS, including meetings of the Subject Panel with Convenors of Board of studies of different Universities, held in different parts of the Country.
3. UGC Library Committee Report on University and College Libraries (Committee appointed by UGC under the Chairmanship of Dr. S.R. Ranganathan in the year 1957). The Report Published in 1965.
4. UGC Review Committee Report on Library Science in Indian Universities. (Committee appointed by UGC under the Chairmanship of Dr. S.R. Ranganathan in the year 1961). The Report Published in 1965.
   (Appointed in 1990 under the Chairmanship of Prof. P.N. Kaula).
8. Recommendations of the seminar on Training of Library and Information Science professionals in Germany and India, with special focus on Information Technology (New Delhi, 11-13th December 2000)

Modular Approach

Crux of this Report revolves round a Modular Approach in formulation of the Model Syllabi, which forms the contents of Chapter B and C of this Report. Basic objectives, detailed contents and outcome of each module has been coherently stipulated. Besides these Modules for 15 papers, break-up of Study Hours (Based on 64 Credits), Marks Pattern, and Optimum Hours of Teaching programme have also been suggested.

Organisation of the Report

The Report is organised under the following Sections:
- Foreword
- Preface
- Introduction (Including: Summary of Recommendations)
- Levels and Modules for LIS Education
- Model Syllabus (MLISc Integrated)
- Other Areas of Concern (Including Allotment of Marks and Teaching Hours, Break-up of Allotted Study Hours, and Infrastructure Facilities Developments)
- Distance Education in LIS: Norms and Standards
- Status Report on LIS Education in India
- Annexures

Utility of the Report

The Report is intended to be useful for Board of Studies of Departments of Library and Information Science in Indian Universities who are concerned to avoid the pitfalls of a fragmented approach towards development of curriculum in isolation of other Departments/Universities. The present Report is culmination of efforts and contributions made by a large number of Library and Information Science Teachers and practicing Librarians, who deliberated into different meetings organised and sponsored by UGC for this purpose. This massive participation of Library and Information Science experts from different parts of the country in preparation of this Report, gives this Report the character and magnitude of a Saraswat Maha Yajna, which is expected to benefit all concern.
Acknowledgements

I am thankful to the University Grants Commission for giving me an opportunity, as Convenor of Subject Panel on Library and Information Science (Constituted in 1997) and Nodal Person for the CDC in Library and Information Science (Constituted in 2000) in the preparation of the present Report.

I express my deep sense of gratitude to Dr. Hari Gautham, Chairman, University Grants Commission in particular, for his constant encouragement which he provided to the CDC, due to which the present Report has seen the light of the day.

I am also thankful to the Members of the Subject Panel (List at Annexure—I), the Members of CDC on Library and Information Science (List at Annexure—III), and Convenors of Board of Studies (List at Annexure—II) of Department of LIS from various Universities who actively participated and fruitfully deliberated in various zonal meetings and, with their whole hearted support and academic inputs have contributed their best to make this Saraswat Maha Yajna a success.

Last but not the least, my thanks are due to Dr. Pandey, S.K. Sharma, Secretary/Link Officer to the Subject Panel and CDC (LIS), who has not only meticulously organised all the meetings, but has also made marvelous contribution to the intellectual input of the Report.

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INTRODUCTION

A.1 The Discipline of LIS

The Library and Information Science (LIS) has the attributes of being a discipline of disciplines. The subject commenced its advent with a clinical approach and gradually attained the status of a scientific field, emerged subsequently as one of the subjects of highly interdisciplinary approach, with a blend of theories, philosophies and practices incorporated from a host of other subjects. The subject area under discourse in its fold has thus imbibed applications from diverse subjects like; Psychology, Statistics, Linguistics, Management Science, Computer and Communication Technology and also from many others. The convergence of these fields with LIS has led to its transformation, towards a new professional profile, hither to attributed only to libraries, but now expresses itself as a field, intensively dealing with information science and technology.

A.1.1 Ever Changing Profile of the Discipline

As we enter the new millennium, we have carried forward the changes that are experienced all over the world. The changes especially, are also marked by changes in the economy, social stratification, government policies and other related areas and activities. The economy is marked by a transition from agriculture to industrial base, to an economy, based on Information Technology. The society now is being referred to as the ‘Information Society’. Governmental policies and programmes are being directed to production and distribution of information. In this context, governments and organizations have been investing substantially in production and distribution of information for long. All these factors have contributed to the emergence of new areas termed as; Information Science, Information Society and Information Technology, all emphasizing on the common denominator ‘Information’ which has the reckoning of an economic power. Genesis of all these manifested transformation would be attributed to Library Science and Information Science which has traditionally carried out the task of collection, and distribution of information held in by the printed documents. The times have changed and the emergence of electronic media has opened up new avenues, and have also made to rethink on manpower development programmes in this and selected other fields. The time is therefore ripe to consider all these aspects now, in framing a curriculum for LIS discipline.

The Schools of LIS education named so in their early infancy have attained the status of independent Departments, incidentally this has not only enhanced their status in the
Universities but has also given them the responsibilities to prepare human resources for manning libraries in changing environments. Library and Information professionals have to be educated and trained with a view to the renewed expectations of the information users. Application of computer and communication technologies to library and information work have opened up new vistas and it is essential to equip the teachers and the taught to the new environment, hence the responsibility of the Department is very significant. The curriculum that is to be framed has to reflect these aspects in its content. Apart from enriching its content, it is also necessary to keep it flexible to match with the varying infrastructure facilities possessed by the Departments.

The new requirements are viewed also in the context of the development of library networks and WWW, which means that information professionals should turn their attention to what the Information Technology Task Force of the Government of India have referred to as ‘Content Creation and Development’. The ability to design and develop information products for the network environment including the WEB will be an essential requirement expected of the information professionals of the future. This means that the information professionals of the future will not merely find it important essential to be able to access and make effective use of network and WEB page resources, but also be able to create products compatible with WEB technology and mount these on INTERNET and INTRANETS for wider use.

There has emerged in recent years, a broader environment – which includes the library but is not limited to it – that offers tremendous opportunities for the application of information accessing and handling skills. In this context, to view the library as the institution for which professionals are being trained is to take an extremely restricted view of the scope for the application of information organizing and handling skills.

The findings of the European Commission on the growth of the information industry can be classified into three broad areas, viz., Information Content Industry, Information Delivery Industry and Information Processing Industry. It is also necessary to work out similar strategies in Indian context. The Information Content Industry is primarily concerned with the developing products for the WEB and on-line environment. This segment is in its early stages of development in India, and offers plenty of scope for growth. The Information Delivery Industry consists of the creation and management of telecommunication networks through which information is transferred and delivered. This segment has received considerable attention in India in recent years and is in a position to enable the growth of the Information Content Industry. The Information Processing Industry consists of producers of hardware and software. According to the European Commission, the Information Content Sector accounts for nearly half the information industry and is growing. The message for India with its vast manpower resources is clear.
A.1.2 Course Structure and Contents

The preceding paragraphs provide an overview of the major changes and shifts that define the changing landscape and the competencies expected of the Library and Information professionals of the future. All these have brought into focus the question of the continued relevance and adequacy of the present educational programmes. There can be no two opinions about the fact that the demand for information professionals will continue to exist and even grow. But what will be the knowledge and skills expected of them? A recent UNESCO document sees the emergence of four complementary groups of information professionals, viz., Creators, Collectors, Communicators, and Consolidators. While it is difficult to foresee the emergence of such distinct specialties in India in the near future, this classification does provide an useful approach and basis for defining the skills expected of information professionals and thus in the design of course contents. It is not the objective here to provide detailed contents. It is however important to agree on the premises on the basis of which educational programmes could be restructured.

In view of the emerging network environment, in view of the fundamental shift in the goals of the library, and in view of the changes in information storage and delivery mechanisms, the educational programmes should cater to the needs of these changed settings by including in their course contents the knowledge and skills required to function effectively in such an environment. Even within the traditional library the nature of operations and activities will be significantly different from what they were.

A.2 Indian Landmarks in LIS Education

Library Science Education began in India in 1911, owing to the initiative taken by Sayaji Rao Gaikwad II, the Ruler of the erstwhile Baroda State. It may be recalled in this context that the Maharaja, foresighted as he was, sensed that existence of Libraries as the most crucial factors for all round development of the Society and for education of the masses. He, therefore invited William Alenson Borden from USA and under his direction established a network of libraries in the State of Baroda by the year 1910. The Maharaja also visualized that suitable manpower is required for manning these Libraries. Again under the direction of Borden, he started a library science school at Baroda in the year 1911. The second school of Library Science was started in the undivided India in Punjab University at Lahore under the direction of another American Librarian, Asa Don Dickinson in the year 1915. This school has the pride to be the first school of Library Science in (undivided) India, patronized under University system. After partition, the first school of Library Science was opened in University of Madras in the year 1929 in collaboration with the Madras Library Association. Before this also some informal training programmes were conducted by the Andhra Desh Library Association in 1920s at Vijayawada, and also during the same period in Bangalore (erstwhile Mysore State) with the initiative of the then Dewan of Mysore, Sir M. Vishveshwaraiah. The training course started by the Madras
Library Association was a regular programme and it was taken over by the University of Madras in 1931, which used to give a certificate course of three months duration. In 1937 this certificate programme was converted by the University into a post-Graduate Diploma in Library Science of 1 year duration and minimum qualification for admission was laid down as graduate in any discipline. After this, for a decade or so the University of Madras remained the sole university to provide Library Science education and training, although the Bengal Library Association, the Andhra Desha Library Association, and the Imperial Library, Calcutta used to organize stray courses for training library personnel. Banaras Hindu University (BHU) has the credit to become the Second Indian University to start a Post-Graduate Diploma in the year 1941. The University of Bombay followed the suit and started a similar part-time diploma course from the year 1944, restricting the admission for working personnel. Calcutta University and University of Delhi started Diploma courses in 1946 and 1947 respectively. For the first time the University of Delhi conceived 2 courses i.e. M.Lib.Sc., Programme and Ph.D. Programme (1949) also in addition to the PG Diploma in Library Science. Aligarh Muslim University, Aligarh; M.S. University, Baroda; Nagpur University, Nagpur; and Vikram University, Ujjain started Library Science courses in 1951, 1956(2) and 1957 respectively.

At present there are about 85 Universities in India which are imparting different levels of courses in Library and Information Science, ranging from Certificate Course to Ph.D. in Library and Information Science. There are also regular and exclusive universities which are running Library and Information Science courses under the Distance Mode. Although Doctoral Programme in Library and Information Science was started in University of Delhi in the year 1949, the pace of research remained slow up to 1980s, which is evident from the fact that the first Ph.D. in Library and Information Science was awarded in India by University of Delhi in 1958 (to Dr. D.B. Krishna Rao), the second Ph.D. Degree was awarded after a gap of nearly 20 years by Panjab University in the year 1977 to Dr. Pandey S.K. Sharma. Thereafter the Indian Universities showed an upward trend in Ph.D. Programme in Library and Information Science, and today over 50 universities in the country are offering Ph.D. Programme in Library and Information Science.

A.3 Status of LIS Education in India

A detailed report on the status of LIS education in India is prepared and given as Chapter – F of this Report. The status report covers up to the period of year 2000 and is based on the information and responses received through a questionnaire (see Annexure-I to the Status Report) circulated to the Departments of Library and Information Science of Indian Universities. The status report has provided a sufficient insight and the spadework for the preparation of the CDC report.
A.4 UGC Efforts: LIS Education & Curriculum Development

A.4.1 Ranganathan Committee on University and College Libraries

The University Grants Commission, from its inception, has attached due importance to the University and College Libraries, together with teaching of Library and Information Science (LIS). The concern of the Commission is reflected in the formation of a Committee on University and College Libraries, under the Chairmanship of Dr. S.R. Ranganathan as early as in the year 1957. Report of this Committee was published by the UGC in the year 1965 under the title "Development of University and College Libraries". Since then this document has been serving as Bible in matters relating to the Indian University and College Libraries.

A.4.2 Ranganathan Committee on Library Science Education

In early 1960s the UGC appointed a Committee to review the standards of Teaching and Research in Library Science in Indian Universities under the Chairmanship of Dr. S.R. Ranganathan. The first meeting of the Committee was held on 15th July 1961 in the office of the University Grants Commission, then located at Rafi Marg, New Delhi. Second meeting of the Committee was held on 2-29th September 1963 in the office of the UGC, then located at Mathura Road, New Delhi. The Committee also prepared and circulated a questionnaire to Indian Universities for collection of necessary data relating to existing facilities in the Department of Library Science. The Committee submitted its report, along with its recommendations relating to objectives, curricula, admission qualifications, and minimum qualifications for teaching posts and other related areas for B.Lib.Sc, M.Lib.Sc. and Ph.D. courses. The report was published by the UGC in the year 1965 under the caption "Library Science in Indian Universities", with Foreword by Prof. D.S. Kothari, the then Chairman of UGC. Since, then this document has been serving as Bible in matters relating to teaching of Library Science in Indian Universities.

A.4.3 Kaula Committee on Curriculum Development in LIS Education

Another attempt in this direction was initiated by the UGC in early 1990s when the UGC constituted CDC (Curriculum Development Committee) on Library and Information Science under the Chairmanship of Prof. P.N. Kaula. Report of the Committee was published by the UGC in the year 1992 under the title "Report of the Curriculum Development Committee on Library and Information Science". The report includes brief historical sketch of Library and Information Science education in India, some description of status of Library and Information Science education in India, and prepared Model Curriculum for different levels of Library and Information Science courses conducted in Indian Universities, viz., BLISc. (Bachelor of Library and Information Science), MLISc.
(Master of Library and Information Science), integrated MLISc, M.Phil., Ph.D. and special courses.

A.4.4 Subject Panel on Library and Information Science

The present report is a culmination of efforts made by a vast number of Library and Information Science teachers and practicing librarians who met at different places at different meetings sponsored by the University Grants Commission (UGC). As such, this wider participation of teachers of Library and Information Science together with working Library and Information Scientists will have two fold positive effects; on one hand it indicates that extensive discussions held and intensive inputs received, and on the other, it will ensure wider acceptability of the Model Syllabi proposed in this Report, as the implementing agencies, i.e., representatives of Department of Library and Information Science from majority of Indian Universities participated in providing valuable inputs in the preparation of the Curriculum and the present report. Massive participation of experts from Indian Universities in this venture will be evident from the description that follows. The current Subject Panel was constituted by UGC in the year 1997 with Prof. C.R. Karisiddappa as Convenor (Composition of the Panel is given in Annexure I). The Panel, at its second meeting held on 10th and 11th March, 1998 at Karnataka University, Dharwad, discussed the earlier CDC Report on Library and Information Science (1990) and expressed their concern for immediate restructuring of CDC Report in the wake of rising impact of Information Technology on Libraries, as highlighted earlier.

Discussions on the issues were followed by organizing regional meetings at Kurukshetra University, Kurukshetra (12-13th November 1998), Utkal University, Bhubaneshwar (9-10th December, 1998), Osmania University, Hyderabad (29-30th December 1998) and NEHU, Shillong (13-14th April 1999). Seeds of the present report were sown in these meetings in which convenors of Boards of Studies on Library and Information Science of different Universities, located in the respective zones were invited to attend these meetings which were exclusively devoted to restructuring of Library and Information Science Syllabi. Contributions made by the convenors/representatives of different Departments of LIS in the country was highly beneficial in the preparation of this report. (List of participants who attended these meetings are given under Annexure II).

A.4.5 Karisiddappa Committee on Curriculum Development in LIS

Thereafter, the University Grants Commission constituted 3 Groups of Experts who met in UGC Office New Delhi on respectively for reviewing the outcome of the various meetings and further sharpening of the modules and course contents. Prof. C.R. Karisiddappa, Department of LIS, Karnataka University, Dharwad and Convenor, UGC Subject Panel on Library and Information Science, was identified as Nodal Person for these 3 meetings, and Dr. Pandey S.K. Sharma, Senior Library and Information Officer, UGC and Link Officer of
the Subject Panel as Secretary to the Committee. These meetings were devoted for finalizing of the modules and course contents on different themes proposed to be taught in the new syllabi. List of these Modules, as identified and developed in different meetings referred to were further sharpened in these three meetings, have been given in Annexure I.

As mentioned above, the three Groups that were constituted by the Commission to give the Model Syllabus a final shape deliberated at length in three meetings. List of experts who participated in these three Group meeting is given under Annexure III.

As such, the present Model Curriculum is a result of collective wisdom and effort made by a large number of Library and Information Science experts in the country in 4 Zonal meetings organized by the UGC. This massive participation of teachers of LIS and experts in management of Library and Information Centers from different parts of the country gives this report the character of a **Saraswat Maha Yajna**, the outcome of which is expected to benefit all concerned.

Outcome of this **Saraswat Maha Yajna**, i.e., the Model Curriculum has been given in Chapters B-E. Apart from contents enumerated in each Module, each module also includes enumeration of Objectives of the Module, the Expected Outcome of the Modules. A detailed Syllabus (as Illustrative) for a 2 year Integrated programme leading to MLISc is also worked out in the third group meeting, and it forms part of this Report along with Marking Pattern, Number of Credits, number of Hours of teaching for Theory and Practice etc.

### A.5. Guiding Factors

#### A.5.1 Impact of Information Technology

Later half of the 20th Century witnessed the impact of computers and communication technology in all fields of human endeavor including the theory and practice of Library and Information Science. As already stated this is also responsible for the emergence of ‘Information Society’ and has turned the world into a ‘Global Village’. Growing impact of the new technology demands that libraries of today should be able to harness information technology so as to ensure optimum utilization of resources for storing, organizing, retrieving, and disseminating information to right quarters at the right time. Multi-media, CD-ROM, On-line Information Retrieval Systems and the Web via the INTERNET are the buzz words of today and the students of LIS programmes, the future Information Managers, must be equipped to handle the challenges enforced upon them by the technological revolution. Due to advent of information society, global wealth has now concentrated less in industries and factories and more in library and Information centers influenced by Information technology. Information explosion and revolution have witnessed exponential growth of knowledge and this ever-increasing volume of knowledge
can be accessed and utilized more effectively, more usefully, and more powerfully by the
use of information technology which has become indispensable tool for the management
of Library and Information centers.
In order to combat the effect of information revolution, institutions imparting LIS education
in India clearly need well designed curriculum with a clear mission and explicit objectives.
Most important in this context are relevant curricula, high quality faculty, committed
students and reasonable infrastructure. With some exceptions, most of the LIS
Departments suffer from severe deficiencies in each of these areas. As such, few
departments have high standards but majority of the Departments need to give serious
attention to these factors.
Students and teachers of Library and Information Science and practicing librarians must
be familiar with the existing knowledge, tools and techniques and at the same time they
are also required to keep their knowledge in these areas up to date. It is therefore highly
necessary that new technology-based tools must be made central elements in their
education and training and the curricula should be designed accordingly. Unfortunately,
majority of the teachers who have entered Library and Information Science teaching long
back are not adequately conversant with use and application of information technology
and therefore teaching of IT components, wherever it has been included in the syllabi, has
suffered a set back. Teaching methods are also outmoded in a course like Library and
Information Science. Black board method, which will continue to remain the basic mode of
teaching, has to be supplemented with education technology and the students are
required to be given adequate knowledge and hands on experience in the use of modern
technology.

A.5.2 Technology vs Tradition

The scenario of Library and Information Centers and the services provided by them is
undergoing fast changes. The information needs of user community and the overall
changes that have taken place due to need based adoption of IT, the work in the libraries
has necessitated implementation of appropriate changes in the Library and Information
Science syllabi for various levels of courses. These factors invite serious attention of our
Departments of LIS, who produce manpower for managing Library and Information
Centres. It is a common feeling that the Departments of LIS have continued to lay more
emphasis on teaching of traditional subjects, philosophical aspects and historical topics to
their students, and that teaching with emphasis on information technology and the
practical aspects of Library automation has not received its due share in the syllabus. This
scenario and feeling have caught the attention of Library and Information Scientists and
have generated discussion on need for change in LIS syllabi. During such discussions,
two divergent views are presented at different forums and platforms. These are:
a). In the present age of information, librarians are left with no option other than to
possess necessary skills to harness information with the aid of IT tools and techniques, and as such it is the responsibility of LIS schools to bring radical change in their syllabus by incorporating in it the theoretical and practical aspects of automation and networking including software development, database management, information search through national and international networks, CD-ROM, digital libraries, electronic publishing and so on.

In this context the LIS schools will have to give serious thought as to how to effect these changes in the syllabus, in view of the fact that the duration of different levels of LIS courses is too less to impart theoretical and practical training in these areas, coupled with the fact that most of the students admitted to these courses do not possess even basic knowledge of computers and IT. Present structure of Library and Information Science courses is of 1+1 Years i.e. 1 year for B.L.I.Sc, and 1 year for M.L.I.Sc. On one hand there is duplication of course content in the two levels of courses and on the other hand, during this 1+1 year course duration, very less time is available for making the lay graduate students capable of handling and harnessing information technology. Even if the two courses are clubbed or made integrated (i.e. integrated MLISc), the deterrent factors remain more or less the same. The only way therefore, it is advocated, is to reduce from the syllabus, teaching of traditional techniques, the philosophical aspects of the profession and its ethics, so as to provide sufficient time and space for teaching and training in computer software development and use of latest telecommunication techniques.

b) As against the above, views are also expressed that in a poor and power striven country like ours over 90% of libraries are required to continue with traditional management and organization of their activities. We will therefore need majority of our manpower to manage libraries in traditional way where classification, cataloguing, circulation and other activities will have to be continued manually. It is also pleaded that a discipline receives recognition and is recognized as a discipline on the basis of theoretical base and inherent philosophy exclusive to that discipline. All the disciplines and subjects ranging from Natural Sciences to Behavioural Sciences have been founded on some philosophy, principles and techniques. Library Science can not claim a distinguished position among other disciplines in the absence of philosophical and classificatory components such as the Five Laws, Modes of Formation of Subjects etc., which are the foundation on which rest the pedestals of Library profession and the discipline of Library and Information Science. Similarly, historical aspects such as history of library movement, history of catalogue code development and the like are cultural heritage of our profession and discipline of which the students should be aware. Proper weightage to these components in LIS courses is therefore necessary in order to ensure proper recognition of our profession and discipline. The visible structure of a building cannot survive and
sustain long unless it has been erected on firm base and unless its roots are strong. So is the case with a discipline, Library and Information Science included, which is truly, based on sound philosophical base and strong theoretical and technical roots. It will be fatal to ignore the roots and dig the base in the name of face lifting. Both the two views presented above have their own merits and demerits and neither of the two can be outrightly rejected. Revision of syllabus is therefore required to be undertaken very cautiously with a break-even manner, not entirely overawed either by the invasion of IT or by sentimental attachment to various philosophical and historical components. Need of the day is to determine as to under the available time for various levels of courses, how much of the following components should be retained or included in syllabus;

1. Philosophical topics
2. Theoretical topics
3. Technical topics
4. Historical topics
5. Information Technology topics
6. Peripheral topics

A.5.3. Role of Professional Associations

In pursuance of the UGC recommendations and reviews, the Indian Association of Teachers in Library and Information Science (IATLIS) and other professional associations and universities in the country took initiative to discuss the curriculum structure and suggest modifications with contemporary developments in the field.

The first in the series of efforts to review the LIS education in the country was taken up by the Karnataka University, Dharwad under the auspices of IATLIS. The Karnataka University, Dharwad under the then Department of Library Science deliberated on the induction of graduate programme leading to Bachelor of Library Science. This is a first effort endorsed the change to nomenclature of the course with inclusion of new subjects like 'Documentation and Reference Service'. This triggered for the further improvement of the content of the LIS syllabi of various universities in the country. In 1977 an all India Seminar on Library and Information Science Education was organized at Delhi University, Delhi, which focused mainly on the Model syllabus for B.Lib.Sc., and M.Lib.Sc. programmes in the universities. Till mid 1970s only about 6 University Departments had the Masters Degree courses. The above seminar helped other universities to start the Master Degree Courses with a renewed approach taking recourse to the developments in the subject with emphasis on Information Science. Subsequently this led to change in nomenclature of the course to Library and Information Science. It is in the background of such efforts undertaken by the Departments and the Professional Organisations that the LIS education in the country received a face lift both in its name as well as in its content.
This empowers the Departments of LIS to maintain their curriculum dynamic and perpetuating by interpolating the subjects of interest to professional needs. The National Seminars organized by the IATLIS since 1973 on improving the LIS Curriculum are enlisted below:


2. Relevance of Library and Information Science Education to the changing needs of the Country (in collaboration with UGC and BHU), at Banaras Hindu University, Varanasi, 13-18th March 1981.


4. Restructuring of Library and Information Science Curriculum held at Saurastra University, Rajkot, Gujarat, from 14-16th December 1989.


7. Fifty Years of Library and Information Science Education in India, Organised by the Dept. of Library and Information Science, University of Mysore, Mysore, 27-29th November 1997.

8. LIS Education in the Internet Era, organized by the Dept. of Library and Information Science, University of Kerala, Thiruvananthapuram, 7-9th February 2001.

Besides, IATLIS in collaboration with other professional associations in the country had also organized national seminars, to integrate the diverse views of them to observe unification in the courses. The names of the seminars are given below:

a. IATLIS with ILA and IASLIC jointly organized a national seminar on ‘Hundred years of Library Science Education and its future. At the Department of Library and Information Science, Nagpur University, Nagpur, October 1987.

b. Workshop on Norms, guidelines and standards for LIS education, organized by the Central Committee (E & T) of the ILA on 31st July 1991 at Nagpur.

c. IATLIS-AGLIS National Seminar on IT and its impact on LIS Education and Library Management, organized by the Department of Library and Information Science, Osmania University, Hyderabad, 25-27th November 1996.

In addition to these efforts, individual Departments of Library and Information Science also initiated structural changes in their courses and programmes. In this context the Department of Library and Information Science, Osmania University, Hyderabad conducted a seminar on ‘Restructuring the course and introduction of two year integrated programme of MLISc’ in September 1986.
It is reported that about 28 national and state level seminars were held on Library and Information Science education in the country, the above is only a representative list to highlight the concern of various professional bodies and the teaching departments towards the improvement of course curriculum by incorporating the contemporary developments in the subject.

It is evident from the number of national seminars organized by various bodies on curriculum development that the LIS education in India has concentrated its focus on changing needs. Each of these seminar deliberations have come out with specific recommendations on curriculum restructuring with emphasis on the needs of the future. One of the last two national seminars of IATLIS; the 15th National Seminar made a specific recommendations on some of the important issues such as; Course duration, course content, review of LIS programmes and LIS research. The recent National Seminar has taken stock of the impact of INTERNET on LIS professional work and has particularly focused for the inclusion of papers on Information Technology with acquisition of skills for locating Information through Internet.

A.6 Summing Up

The contemporary scenario predominated by Information and Knowledge perspectives indicates the pressing need to educate and train the Library and Information manpower towards a sustainable professional competence. The manpower of today will meet in the near future the new challenges and the onslaught of the impact of Information Technology on Library and Information Science envisages to make substantial contribution to the ever perpetuating Information Society. They need to be equipped in this context with necessary skills and competency to satisfy the high level, complex and ever growing multifarious information needs of the user. Eventually it is expected that the professionals employ the new tools and techniques in the most sophisticated manner matching with users information needs.

It is imperative that the professionals should adopt to the flexibility that empowers them with a mix of traditional and modern knowledge in the performance of their responsibility. This will also enable to keep them abreast of the developments in this fast changing field. And above all the professional be trained to use the Information Technology techniques in their services, with ease and comfort.

It is often implied that there are varying ranges in the levels of Departments and Institutions offering LIS Education programmes. Considering this in reality the UGC – Subject Panel and the Curriculum Development Committee have thoughtfully combined the traditional and modern subjects of studies in adequate proportion, so as to enable each one of the Departments to choose its own structure and content of the syllabus. It is hoped that the present model curriculum will serve as "Platform for Change" in the new millennium.
A.7 Summary of Recommendations

A.7.1 Course Pattern

Marked emphasis is required to be laid on two years integrated Course, which, at one hand can ensure eliminating duplication of course content when is presently imbibed in truncated BLISc. and MLISc. programmes, and on the other hand it will provide necessary time for teaching of Automation and Information Technology component and their application to library work.

University Departments desirous of running the truncated BLISc. and MLISc. courses may continue to run the same for some time but should also try to shift to the Integrated MLISc. Course in the phased manner in a reasonable time. In addition to the integrated MLISc. Course, the Universities may also consider to start different levels of courses in Library and Information Science.

A.7.2 Curricular Structure

The committee after prolonged deliberations with the concerned and taking into consideration the international scenario has considered the Modular approach to curriculum as a flexible structure to be adopted by the departments with varying levels of infrastructure facilities. Hence it is recommended that the individual departments may draw the content of the syllabus based on the modules with a ratio of 80:20 i.e., 80% from the modules and 20% emphasizing the local needs.

The LIS being an interdisciplinary subject is finding applications in different subject fields like commerce, business, industries, health science and technology social studies and so on. To meet the requirements of manpower in these fields relevant specializations in the form of electives be offered.

The committee considered seriously the courses in LIS be more practical oriented and also expected that the students would come out with substantial gain after completing the courses. It is therefore necessary that the suggested course pattern with regard to distribution of marks for theory and practical teaching hours and the number of credits be adopted by the departments.

A.7.3 Infrastructure

The department of LIS should be equipped with adequate number of practical tools in the traditional subjects such as classification schedules, catalogue codes, list of Subject Headings and Thesauri in the ratio of 1:2 (i.e one set of tools for two students).

The library should also provide for a good collection of Reference Sources and tools (both in print and electronic media) of all varieties to acquaint the students with sufficient knowledge of their use.
The curriculum emphasizes intensive as well as extensive practical knowledge on the use of IT applied to Library and Information Science. The departments should be equipped adequately in order to enable the students to acquire the knowledge and skills in the use of IT tools and services. For this purpose an IT laboratory with network facilities be established in the department with user terminals at the ratio of 1:5 (i.e., one terminal for every five students). This should be supported with all the standard software packages including one or two library application software packages.

In the changing scenario the teaching staff requirements suggested by two earlier reports viz., Dr. Ranganathan Committee Report of 1965 and Prof. Kaul Committee CDC Report of 1992 be taken as the basis for further improvement. Considering the imperative need on practical component especially in the IT area of growing specialization, the staff strength may be increased proportionately.

The existing facility for training of teachers available through Academic Staff Colleges in the Universities be appropriately restructured in purpose and content. It was felt appropriate to avail the existing facilities with a renewed approach to enable the teachers to acquire the required knowledge and skill in IT so as to impart effectively to the students.

It is also felt that similar training facilities available through the UGC established centers i.e. INFLIBNET, NCSI and some selective University departments be involved in training the LIS teachers. This will amount to the optimum utilization of the facilities in these centers.

A.7.4. Distance Education

The modular approach may be adopted by the distance education programmes also in entirety and the syllabus either for the truncated programmes of one year each of BLISc. and MLISc. Or for two year integrated MLISc programme can also be drawn suitably.

The committee reviewed the norms and standards proposed by the DEC and suggested number of modification to the said. These modified norms and standards be adopted by all the Universities offering Distance mode LIS education.
LEVELS AND MODULES OF LIS EDUCATION

B.1 Introduction to Levels and Modules

After going through a process of deliberations on the above subject, on observing the needs of the Departments, the committee encountered with the task of structuring the curriculum that would suit for adoption by the Departments of LIS with varying levels of infrastructure facilities prevailing in the country. Hence it was seriously considered to devise an approach that would help the departments to adopt the curriculum suitably.

B.1.1 Introduction to Modules

As early as in 1982 J.A. Lang in the UNESCO report proposed a Modular Approach to the curriculum for Information Studies. A similar approach was also advocated in the Asia-Pacific report on “A Curriculum for an Information Society” (1998). Dr. Vasanth Gowariker, in his article on Higher Education in India in the 21st century contributed to ‘Higher Education Challenges and Visions’, published by the University of Pune (1999), has expressed a view to changes in the approach in the Higher Education and suggested a “Cafeteria” mode for the courses offered by the universities. Considering the scholarly guidelines offered in this article the CDC also desired to follow the modular approach to the curriculum. The proposal to this effect was discussed at the Kurukshetra meeting of the UGC subject panel held during 1998, and the Panel approved the modular pattern. Accordingly the Committee prepared 6 core modules and 1 module on electives. The worked out modules are listed below:

MODULE – 1: Foundations of Library and Information Science
MODULE – 2: Knowledge Organisation, Information Processing and Retrieval. 
MODULE – 3: Information Sources, Products and Services
MODULE – 4: Management of Library and Information Centres/Institutions
MODULE – 5: Information Technology: Basics and Applications
MODULE – 6: Research Methods and Statistical Techniques
MODULE – 7: Electives: Information Systems

Subsequently these modules were discussed at length in the 4 Zonal Meetings of the Chairmen of BOS of respective University Departments in the region and were approved. These zonal meetings were held during 1998-1999.

Later, a core committee was constituted by the UGC to discuss the modules in detail before they are finally considered to be included under the curriculum. The three meetings of the core committee were held separately to scrutinize the modules and incorporate
changes in their structure and content. The following conceptual structure was adopted to present the modules:

1. Course Objectives
2. Unit-wise Course Content
3. Special note on Practical Component
4. Learning Outcome of each Module

It was proposed the modules might be adopted to any one of the education patterns; viz., Two years integrated MLISc., One year each of BLISc. and MLISc., or Two-year integrated MLISc. (Semester scheme).

To illustrate working out a detailed syllabus from the modules a model syllabus for two years integrated MLISc., is prepared and presented along with, Credits, Number of teaching hours for both theory and practice and the distribution of marks for theory and practice also.

B.1.2 Introduction to Levels

The Status Report (Chapter F) reveals that various kinds of courses are being conducted in LIS Departments, viz. the truncated BLISc and MLISc courses, and the integrated course in MLISc. In this connection, it was unanimously felt that marked emphasis is required to be laid on two years Integrated Course, which at one hand can ensure eliminating duplication of course content which is presently imbied in truncated BLISc and MLISc Programmes, and on the other hand it will provide necessary time for teaching of Automation and Information Technology component and their application to library work. Universities desirous of running the truncated BLISc and MLISc courses may continue to run the same for some time but should also try to shift to the Integrated MLISc course in a phased manner within a reasonable time. In addition to the Integrated MLISc course, the universities may also consider to start different level of courses in Library and Information Science. The levels of education and course in LIS is presented below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>No. of Years</th>
<th>Nomenclature</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>10+2+3+1</td>
<td>Bachelor of Library and Information Science (Admission Requirement: Degree in any Discipline)</td>
<td>B.L.I.Sc</td>
</tr>
<tr>
<td>2.</td>
<td>10+2+3+1+1</td>
<td>Master of Library and Information Science (Truncated Course – One Year M.L.I.Sc) (Admission Requirement – B.L.I.Sc.)</td>
<td>M.L.I.Sc</td>
</tr>
<tr>
<td>3.</td>
<td>10+2+3+2</td>
<td>Master of Library and Information Science (Integrated Course) (Admission Requirement – Degree in any Discipline)</td>
<td>M.L.I.Sc</td>
</tr>
<tr>
<td>4.</td>
<td>10+2+3+2</td>
<td>Master of Library and Information Science (Bachelors Degree in any discipline with Library and Information Science as one of the optional subject)</td>
<td>M.L.I.Sc</td>
</tr>
</tbody>
</table>
In addition to these four levels of courses, the need for running degree level course in Library and Information Science after 10+2 on the pattern of BBA, BCA etc., was also discussed and it was resolved that the Universities may also explore the feasibility of introducing the course/program after their due consideration to demand and nomenclature of the course so that it may not clash with the present B.L.I.Sc., degree in terms of equivalence. It was felt that once the present truncated programs are taken over by the integrated program which has been successfully implemented in several parts of the country, this problem will be easily solved.

B.2 DETAILED MODULES

Module-1: Foundations of Library and Information Science

Objectives
1. To acquaint students with the basic Philosophy of Library & Information Science.
2. To understand the role and evolution of Library as a social Institution.
3. To familiarise the basic concepts of Information and its communication.
4. To create awareness about legal, political & ethical aspects of information & its use.
5. To understand and appreciate the Library and Information Profession.

Unit-I: Library as a Social Institution

- Social and historical foundations of a library;
- Classification of Libraries and their distinguishing features and functions;
- Role of Library in formal and informal education;
- Five Laws of Library Science.

Unit-II: Library Development

- Library Movement; Development of Libraries with Special Reference to India;
- Library Legislation, Statutory provision for other types of Libraries;
- Resource Sharing and Library Networking.

Unit-III: Information and Communication

- Information: Characteristics, Nature, Value and Use of Information;
- Conceptual difference between Data, Information and Knowledge;
- Communication of Information: Information generation and Diffusion;
- Communication channels, models and barriers;
Unit-IV: Information Science

- Definition, Scope and Objectives;
- Information Science as a discipline and its relationship with other subject fields.

Unit-V: Library, Information and Society

- Genesis and characteristics and implications of Information Society.
- Changing role of Library and Information Centres in Society
- Information Industry-Generators, providers and intermediaries

Unit-VI: Information and the State

- Concept of freedom, censorship, data security and fair use;
- Policies relating to information including science and technology, and education;
- International and National Programmes and Policies (NAPLIS). IT and Library UAP, UBC;
- Laws relating to information with special reference to India, Including Press and Registration Act, Delivery of Books (Public Libraries) Act, Copyright Act, Intellectual Property Rights, Right to Information.

Unit-VI: Library and Information Profession

- Attributes of a profession; Librarianship as a profession, professional ethics, professional associations and their role in the development of the profession;
- Study of selected international and national associations and organisations;
- Professional education and research: development and trends.

Unit-VIII: Public Relations and Extension Activities

- Definition, Facets and Programs;
- Publicity and Extension, Outreach Activities;
- Library Path Finders (Guides);
- Consultancy including Promotional Web Tools.

Learning Outcome of the Module

At the end of the module the student will have acquired:

1. A broad understanding of the philosophical context and purpose of Library and Information Science,

2. A sense of individual, institutional, societal and professional responsibility and commitment.
Module-2: Knowledge Organisation, Information Processing and Retrieval

Objectives
1. To introduce the structure and attributes of Universe of Knowledge.
2. To understand the principles and practices of document description including Electronic documents.
3. To develop skills in subject analysis and proficiency in using standard schemes of classification and subject cataloguing.
4. To develop ability in applying methods and tools of content description.
5. To familiarise with advanced Information Processing techniques.
6. To develop capability in retrieving information by applying different search techniques.

Unit-I: Universe of Knowledge
- Structure and attributes;
- Modes of Formation of Subjects;
- Different types of subjects;
- Universe of Knowledge as mapped in different schemes of classification.

Unit-II: Methods of Knowledge Organisation
- General theory of Library Classification: Normative Principles and their application;
- Species of Library Classification Schemes;
- Standard schemes of Library Classification: Introduction, Features and application – CC, DDC and UDC;
- Design and development of a scheme of Library Classification;
- Trends in Library Classification.

Unit-III: Bibliographic Description
- Catalogue: Purpose, Structure and Types including OPAC, Filing Rules;
- Overview of principles and practice in document description;
- Current trends in Standardization in description & exchange, AACR II, ISBDs, MARC Formats; ISO 2709, CCF;
- Standard Codes of Cataloguing – AACR II & CCC.

Unit-IV: Cataloguing & Subject Indexing: Principles and Practices
- Principles of Subject Cataloguing: Assigning Subject Headings using Library of Congress Subject Headings and Sear’s List of Subject Headings etc.;
- Models-Assigned and Derived;
- Pre and Post Coordinate Indexing systems, and Citation Indexing.
Unit-V: Indexing Languages and Vocabulary Control

- Indexing Languages: Types and Characteristics;
- Vocabulary Control, Tools for Vocabulary Control;
- Structure and Construction of an IR Thesaurus;
- Trends in Automatic Indexing.

Unit-VI: Information Retrieval

- IR Models, Search Strategies: Manual/Machine, Feedback and Refining;
- Evaluation of Information Retrieval Systems; Projects and Parameters;
- Trends in IR Models.

Unit-VII: Repackaging and Consolidation

- Abstracting: Types and guidelines in preparing Abstract;
- Repackaging, formatting and consolidation;
- Trends in Repackaging and Consolidation.

Special Note for the Module-2

This module is highly practical oriented. Special emphasis should be placed on the use of different tools of Classification, Subject Indexing and use of Thesaurus.

Learning Outcome of the Module

At the end of the module the student will have acquired:

1. Recognise the complex nature of Universe of Knowledge in relation to Library Classification Systems.
2. Physically describe a document according to different codes of Cataloguing.
3. Classify and catalogue different types of documents by applying standard codes of cataloguing and classification systems.
4. Produce/generate manual and computerised indexes by applying different indexing techniques and methods.
5. To design and construct an IR thesaurus.
6. Able to effectively search printed and electronic databases.
7. Able to abstract documents using standard guidelines.
8. Create a repackaging product.
Module-3: Information Sources, Products and Services

Objectives

1. To introduce different categories of Reference and Information sources.
2. To familiarise with Standard Reference and Information Sources in Print, Non-print and Electronic Media.
3. To acquire skills for providing Reference and Information Services.
4. To develop skills for creating information products.
5. To develop competence in enhancing information handling skills of users.

Unit-I: Reference and Information Sources

- Documentary Sources of Information: Print, Non-print including Electronic;
- Nature, characteristics, utility and evaluation of different types of Information Sources;
- Non Documentary Information Sources: Human and Institutional - Nature, types, characteristics and utility;
- Categories: Primary, Secondary and Tertiary Information Sources;
- Internet as a Source of Information.

Unit-II: Reference Service

- Concept, definition and trends;
- Reference Interview and Search Techniques.

Unit-III: Information Users and their Information Needs

- Categories of Information Users;
- Information Needs: Definition and Models;
- Information Seeking Behaviour;
- User Studies: Methods, Techniques and Evaluation.

Unit-IV: Information Services and Products

- Information Services and Products;
- Information Services: Concepts, Definition, Need and Trends;
- Techniques and Evaluation of Alerting Services (CAS & SDI);
- Bibliographic, Referral, Document Delivery and Translation Services;
- Information Products: Nature, Concept, Types, Design Development and Marketing;
- Trends in Information Analysis, Consolidation and Repackaging including Electronic content creation.
Unit-V: Information Systems and their Services

- Study of National, International and Commercial Information Systems and Services-Background, their Services and Products.

Unit-VI: User Education

- Goals and objectives, Levels, Techniques and Methods;
- Evaluation of Users Educational Programmes.

Special Note on Practical Training

This module needs extensive exposure on the topics covered in different Units and a Systematic Course work be evolved to give practical training in the subject.

Learning Outcome of the Module

At the end of the module the student:

1. Should be able to distinguish between different types of reference sources.
2. Should be able to locate bibliographic information and answer factual queries based on standard printed reference sources, in CD-ROM & on Internet.
3. Should be able to conduct a reference interview.
4. Should be able to convert a reference query into a Search Strategy.
5. Be able to conduct a user study.
6. Plan and design information services to meet the needs of users.
7. Be able to design and create an information product.
Module 4: Management of Library and Information Centres/Institutions

Objectives
1. To provide an understanding of current trends and practices in management and various techniques and principles of Human Relations Problem Solving.
2. To study the Methods for minimising common managerial pitfalls.
3. To introduce a variety of Leadership and Management styles.
4. To develop skills to perform library operations and to evaluate library and Information Centre performance.
5. Use of practical management techniques to achieve the organisational effectiveness and efficiency.

Unit-I: Management
- Concept; Definition and scope;
- Management Styles and Approaches;
- Management Schools of thought;
- Functions and Principles of Scientific Management.

Unit-II: Human Resource Management
- Organisational Structure;
- Delegation, Communication and Participation;
- Job Analysis and Description; Job Evaluation;
- Inter-personal Relations;
- Recruitment Procedures;
- Motivation; Group Dynamics;
- Training and Development
- Disciplines and Grievances;
- Performance Appraisal.

Unit-III: Financial Management
- Resource Mobilisation;
- Budgeting Techniques & Methods;
- PPBS, Zero Based Budgeting etc.;
- Budgetary Control;
- Cost Effectiveness and Cost Benefit Analysis;
- Outsourcing.

Unit-IV: Reporting
- Types of Reports, Annual Report: Compilation, Contents and Style;
- Library Statistics etc.
Unit-V: System Analysis and Design

- Library as a System;
- Project Management, PERT/CPM;
- Decision Tables;
- Performance Evaluation Standards, MIS;
- Performance Measurement, Reengineering;
- Time and Motion Study;
- SWOT (Strength Weakness Opportunities Threat);
- DFD (Data Flow Diagram).

Unit-VI: Total Quality Management (TQM)

- Definition, Concept, Elements;
- Quality Audit;
- Technology Management.

Unit-VII: Library House Keeping Operations

- Different Sections of Library & Information Center and their functions;
- Book Ordering; Acquisition and Technical Processing;
- Serials Control, Circulation Control, Maintenance etc.;
- Collection Development and Management Policies, Procedures, Evaluation and Weeding;
- Archiving-Conservation, Preservation; Restoration including Print, Non-print and Electronic Materials.
- Stock Verification-Policies and Procedures.

Unit-VIII: Planning

- Concept, Definition, Need and Purpose; Types, Policies and Procedures;
- MBO;
- Building & Space Management in all types of Libraries /Information Centres;
- Risk Management, Contingency Management;
- Planning of Related Infrastructure;
- Library Standards.

Unit-IX: Managing Change

- Concept of Change;
- Changes in Procedures, Method, Use of New Tools & Techniques;
- Problems in incorporating change;
- Techniques of Managing Change.
Learning Outcome of the Module

At the end of the module the student;

1. Should be able to understand the role and importance of the principles and practice of management.
2. Should be able to profess as a good library manager with proven leadership qualities.
3. Should be able to draw up and apply the techniques of planning and implementation of policies and procedures.
4. Should comprehend the basic knowledge and skills of handling the library finances.
5. Should be capable of managing the human resources beneficially.
Module-5: Information Technology: Basics & Applications

Objectives

1. To acquaint the students with the basic concepts of computers and networks.
2. To understand various aspects of library automation.
3. To develop skills in using computers and communication technologies.
4. To identify major issues in the development of new technology in libraries, such as the digital and virtual libraries, and discuss their implications.
5. To identify major applications of technology in libraries and information centres and issues affecting their implementation.
6. To familiarise with the standards connected with Library Networking.

Unit-I: Information Technology

- Definition, need, scope and objectives;
- Historical background of computers;
- Generations of Computers;
- Architecture-CPU, Input/Output devices;
- Hardware and Software.

Unit-II: Operating Systems and Programming

- Single user operating system-MS Windows;
- Multi user operating system – Linux, Unix; Windows NT;
- Programming Languages; Algorithms;
- Flowcharting;
- Search and Sorting algorithm and data structures.

Unit-III: Networking

- Types of networks-LAN, WAN, MAN;
- Local Area Networks; LAN Topologies-Bus, Star, Tokenring;
- Types of LAN-Ethernet, FDDI, ATM;
- Network Media-UTP, Thick and Thin Ethernet, Optical Fibre, Wireless;
- Network Hardware-Networks interface card, hubs/switches;
- Gateways/Bridges, routers, Modem;
- Network Protocols-TCP/IP, Net-BUI, IPX.

Unit-IV: Internet: Basic Features and Tools

- Connectivity-Dialup, Leased Lines, Microwave, ISDN, Cable Modem;
- Digital Subscriber Lines(DSL);
- Email- SMTP, Wireless Send mail POP3 etc.;
- Protocols-Telnet, FTP, HTTP;
- Web browsers- Netscape Navigator, Internet Explorer;
- Web-servers -Apachee, Internet Information Server;
- Client Side Scripting Language -Pert/TCL/Python;
- Server Side Scripting Language-PHP/ASP/ISP;
- Database Connectivity-ODBC/IDBC;
- Search Engines, Metasearch Engines and their evaluation;
- Web Design- SGML, HTML, DHTML, XML;
- Internet Security- Firewalls and Proxy Serves.

**Unit-V: Database Management Systems**

- Models-Hierarchical, Network, Relational and Object Oriented;
- Software-Oracle/Postgress SQL/MS SQL, CDS/ISIS;
- Structured Query Language;
- Common Interface Standard Z39.50.

**Unit-VI: Library Automation**

- Planning and implementation of Library Automation;
- Automation of in-house operations -Acquisitions, Cataloguing,Circulation, Serials Control; OPAC and Library Statistics;
- Retro-conversion, Bar-coding;
- Multilingual bibliographical databases using UNICODE, GIST card;
- Library Automation Software-like SOUL or IITKLAß or any other software available commercially.

**Unit-VII: Digital Libraries**

- Genesis, Definition, Objectives and Scope;
- Image Formats: JPEG, GIF/BMP etc.;
- Audio Formats: WAV, MIDI, MP3 etc.;
- Audio Formats: MPEG, AVI, Quick Time;
- Storage Media Formats: ISO 9660, DVD;
- Software-Digital Library Software, OCR and Image Editing Software;
- Input Capture Devices: Scanners, Digital and Movie Cameras;
- Data Warehousing, Data Mining and Meta Data concepts.

**Unit-VIII: Current Trends in Information Technology**

**Special Note**

This module needs extensive exposure in the operation of computers which can be acquired by providing adequate number of practical hours for hands-on experience. Students should be
made familiar in using various application packages, such as Word Processors, DBMS, and Library Software packages. Further they should also acquire necessary and sufficient knowledge on interacting with the operating systems like MS DOS, and MS Windows.

**Learning Outcome of the Module**

At the end of the module the student;

1. Should be able to acquire adequate hands-on experience in operating the PC.
2. Should be able to understand the issues and technology involved in Library Automation
3. Should be able to select appropriate hardware and library software packages.
4. Should be able to plan and design automated Library Systems
5. Should be able to plan and implement On-line and CD-ROM based Library Services
6. Should be able to assist the users in searching and retrieval of information through the Networks.
Module 6: Research Methods and Statistical Techniques

Objectives

1. To understand and articulate the role and importance of research in library and Information Science.
2. To introduce the different methods and techniques of research.
3. To familiarise in the use of statistical tools and techniques.
4. To develop Research reporting skills.
5. To identify and discuss ethical issues related to Research.

Unit-I: Research

- Concept, Meaning, Need and process of Research;
- Types of Research- Fundamental and Applied, including inter-disciplinary and multidisciplinary approach;
- Research and Development of Scholarship.

Unit-II: Research Design

- Conceptualisation and operationalisation;
- Types of Research Design;
- Identification and formulation of problem;
- Hypothesis; Nominal and Operational definition;
- Designing Research Proposal;
- Ethical aspects of Research;
- Literature search - Print, Non-print and Electronic sources.

Unit-III: Research Methods

- Scientific Method;
- Historical Method;
- Descriptive Method;
- Survey Method and Case Study Method;
- Experimental Method and Delphi Method.

Unit-IV: Research Techniques and Tools

- Questionnaire;
- Schedule;
- Interview;
- Observation;
- Scales and check lists;
- Library Records and Reports;
- Sampling Techniques.
Unit-V: Data Analysis and Interpretation

- Descriptive Statistics-Measures of Central Tendency; Mean, Mode, Median;
- Tabulation and Generalisation;
- Measures of dispersion, variance and covariance;
- Standard Deviation;
- Graphical presentation of data-Bar, Pie-line graphs, Histograms etc.;
- Inferential Statistics;
- Z-T test -Correlation;
- Regression-linear and non-linear;
- Chi Square Test;
- Sociometry;
- Statistical Packages-SPSS;
- Statistical Graphics etc.

Unit-VI: Bibliometrics, Scientometrics, and Informatics

- Concept and Definition;
- Bibliometric Laws - Bradford; Zip, Lotka;
- Bibliographic Coupling;
- Obsolescene;
- Content Analysis;
- Webometrics;
- Citation Studies;
- Informetrics and Scientometrics.

Unit-VII: Research Reporting

- Structure, Style, Contents;
- Guidelines for Research Reporting;
- Style Manuals-Chicago, MLA, APA etc.
- e-Citation and Methods of Research Evaluation.

Unit-VIII: Current Trends in Library and Information Science Research

Learning Outcome of the Module

At the end of the module the student;
1. Should be able to understand the basic theory and practice of research and be familiar with qualitative and quantitative methods.
2. Should be able to carry out a small research project under the guidance/supervision of a teacher.
3. Should be able to evaluate and use a wide range of research techniques and methods.
4. Should be able to analyse, present and interpret the qualitative and quantitative data.
5. Should be able to draw the appropriate findings and produce research report.
Module 7: Electives: Information Systems

Preamble

In view of the growing emphasis on interdisciplinary approaches in Library and Information Studies, new and emerging systems of Information are organised and developed. This implies the students of Library and Information Science have to be equipped with the specialised knowledge and skills. On these trends; for doing so in the new subjects and/or disciplines, electives in interdisciplinary and traditional subject/discipline information systems be introduced with the following objectives.

Objectives

1. To understand the structure and development of the specific subject/discipline.
2. To prepare specialised professional manpower in the subjects/disciplines for handling information related activities.
3. To provide in-depth knowledge and specialised skills in handling documentary and non-documentary sources in the specific field of knowledge.
4. To enable the students to design and develop information system in new/emerging areas/disciplines.
5. To explore feasibility of application of Information Technology and the related aspects in their implementation.

An illustrative list of Electives option is as under. It is not suggestive but illustrative.

1. Business Information System.
2. Environmental Information System.
5. Archival, Museum and Archaeological Information Systems.
7. Agricultural Information Systems
8. Social Sciences Information Systems
9. Industrial Information Systems

The Electives offered in Semester II, MLISc-II or MLISC; as Paper XV with the following broad structure of content:-

3. Database design, creation and development in the area pertaining to Information Components of the subject, Study of Data Structure, selective of DBMS, Retrieval aspects, Content Creation and Development.
4. Information Systems and Networks in the subject/discipline.
5. Study of Information Sources and Services.
6. INTERNET-based Sources and Services.
MODEL SYALLBUS FOR
MASTER OF LIBRARY
AND
INFORMATION SCIENCE

(2 – YEAR INTEGRATED COURSE)
Paper-I: Foundations of Library and Information Science

Unit-1 Library as a Social Institution
- Social and historical foundations of Library
- Different types of Libraries - their distinguishing features and functions
- Role of Library in formal and informal education

Unit-2 Normative Principles of Library and Information Science
- Five Laws of Library Science
- Implications of Five Laws in Library and Information Activities

Unit-3 Library Development
- Development of Libraries with special reference to India
- Resource Sharing and Library Networking

Unit-4 Laws relating to Libraries and Information
- Library legislation-need and essential features
- Library legislation in India
- Press and Registration Act and Delivery of Books (Public Libraries) Act
- Copyright Act

Unit-5 Library and Information Profession
- Attribution of profession
- Librarianship as a Profession
- Professional ethics
- Professional associations and their role
- National and International Library Associations
- Professional Education and Research

Unit-6 Promoters of Library and Information Services
- National level promoters – RRRLF
- International level promoters - UNESCO

Unit-7 Public Relations and Extension Activities
- Definition
- Facets and Programs
- Publicity and Extension, Outreach Activities
- Library Path Finders (Guides)
- Consultancy including Promotional Web Tools.
Paper-II  Knowledge Organisation, Information Processing & Retrieval

(THEORY)

Unit -1 Universe of Knowledge

- Structure and attributes
- Modes of formation of subjects
- Different types of subjects
- Universe of subjects as mapped in different schemes of classification

Unit-2 Bibliographic Description

- Catalogue-purpose, structure and types, physical forms including OPAC, Filing Rules
- Normative Principles of Cataloguing
- Overview of principles and practice in document description
- Current trends in standardisation, description and exchange
- Standard codes of cataloguing

Unit-3 Methods of Knowledge Organisation

- General theory of Library classification
- Normative principles of classification and their application
- Species of Library classification
- Standard schemes of classifications and their features; CC, DDC, UDC
- Design and Development of schemes of Library Classification
- Trends in Library classification

Unit-4 Subject Cataloguing

- Principles of Subject cataloguing
- Subject heading lists and their features
Paper-III  Knowledge Organisation, Information Processing & Retrieval

(PRACTICE)

Unit-1 Classification of Documents (using at least one standard scheme)
- Classification of documents representing simple subject
- Classification of documents having common isolates
- Classification of documents representing compound subject
- Classification of documents representing complex subject

Unit-2 Assignment of Book Number
(Using at least one standard Book Numbering System)

Unit-3 Cataloguing of Documents
(using at least one standard cataloguing code)
- Cataloguing of simple documents
- Cataloguing of complex documents

Unit-4 Subject Cataloguing
- Assigning Subject Headings using at least one Standard Subject Headings

Paper IV Information Technology: Basics

PART-I: (THEORY)

Unit-1 Information Technology
- Definition, Need, Scope and Objectives

Unit-2 Computer Basic (Hardware)
- Historical development of computers
- Generations of Computers, Classification of Computers

Unit-3 Computer Architecture- Organisation Computer
- Input and Output Devices
Unit-4 Software
- Operating Systems: Single & Multi-user, Systems Basic features of MS-DOS, MS Windows, Linux, UNIX, WINDOWS-NT etc.
- Programming Languages: Concepts and Tools
- Algorithm & Flowcharting

Unit-5 Word Processors, Spread Sheets etc.

Unit-6 DBMS Packages
- dBASE, FOXPro, CDS/ISIS, MS Access (Basic features)

PART-II: (PRACTICE)

Unit-1 Use of Operating Systems
Unit-2 Word Processors, Spread Sheets
Unit-3 Database Creation using at least one DBMS Software
Unit-4 Database Search and Retrieval

Paper-V: Management of Library and Information Centres/Institutions

Unit-1 Management
- Concept; definition and scope
- Management styles and approaches
- Management schools of thought
- Functions and Principles of Scientific Management.

Unit-2 Human Resource Management
- Organisational Structure
- Delegation, Communication and Participation
- Job Description and Analysis; Job evaluation
- Inter-personal Relations
- Recruitment Procedures
- Motivation; Group Dynamics
- Training and Development
- Disciplines and Grievances
- Performance Appraisal
Unit-3 Financial Management

- Resource Mobilisation
- Budgeting Techniques and Methods-PPBS, Zero Based Budgeting etc.
- Budgetary Control
- Cost Effectiveness and Cost Benefit Analysis
- Outsourcing

Unit-4 Reporting

- Types of Reports, Annual Report-Compilation, Contents and Style
- Library Statistics etc.

Unit-5 System Analysis and Design

- Library as a System
- Project Management, PERT\CPM
- Decision Tables
- Performance Evaluation Standards, MIS
- Performance Measurement, Reengineering, Time and Motion Study
- SWOT (Strength Weakness Opportunities Threat)
- DFD (Data Flow Diagram)

Unit-6 Total Quality Management (TQM)

- Definition, Concept, Elements
- Quality Audit, LIS related standards
- Technology Management

Unit-7 Library House Keeping Operations

- Different Sections of Library & Information Centre and their functions
- Collection Development and Management Policies, Procedures
- Book ordering(Acquisition)
- Technical Processing
- Serials Control, Circulation Control, Maintenance etc.
- Stock Verification-Policies and Procedures
- Evaluation and weeding
- Archiving-Conservation-Preservation
- Restoration including Print, Non-print and Electronic Materials

Unit-8 Planning

- Concept, Definition, Need and Purpose; Types
- Policies and Procedures, MBO
Building and Space Management in Libraries and Information Centres
Risk Management, Contingency Management
Planning of Related Infrastructure, Library Standards

**Unit-9 Management of Change**
- Concept of Change
- Changes in procedures, Methods, Tools and Techniques
- Problems of Incorporating Change
- Techniques of Managing Change

**Paper VI: Information Sources and Services**

*(THEORY)*

**Unit-1 Reference and Information Sources**
- Documentary Sources of Information ;Print non print including Electronic
- Nature, characteristics, utility and evaluation of different types of Information Sources
- Non Documentary Information Sources
- Human and Institutional; Nature types, characteristics and utility
- Categories: Primary, Secondary and Tertiary Information Sources
- Internet as a Source of Information

**Unit-2 Reference Service**
- Concept, Definition and Trends
- Reference Interview and Search Techniques

**Unit-3 Information Users and their Information Needs**
- Categories of Information Users
- Information Needs: Definition and Models
- Information Seeking Behaviour
- User Studies: Methods, Techniques and Evaluation

**Unit-4 Information Services and Products**
- Information Services and Product
- Information Services: Concepts, Definition, Need and Trends
- Need, Techniques and Evaluation of Alerting Services (CAS & SDI)
- Bibliographic, Referral, Document Delivery and Translation Services
Unit-5 Information Systems and their Services
- Study of National, International and Commercial Information Systems and Services—Background, their Services and Products

Unit-6 User Education
- Goals and objectives. Levels, Techniques and Methods, Evaluation of Users Educational Programmes.

Paper -VII: Information Sources and Services

(PRACTICE)

Unit-1 Study and evaluation of Information Sources
Unit-2 Compilation of current awareness list/bibliography/contents list/Press Clippings

Paper VIII: Library and Users

PART-1: THEORY

Unit-1 Techniques of Library and Information Centres Survey
- Proforma method
- Interview Method
- Records analysis method

Unit-2 Information Users and their Information Needs
- Categories of Information Users
- Information Needs-definition and models
- Information Seeking Behaviour

Unit-3 User Studies
- Methods and techniques of User studies
- Evaluation of User Studies

PART-2: PRACTICE

Unit-1 Survey of Libraries and Information Centres
Unit-2 Survey of a group of Users
Paper IX: Information and Communication

Unit-1 Information and Communication
- Information: Characteristics, Nature, Value and Use of Information
- Conceptual difference between Data, Information and Knowledge
- Communication of Information: Information generation
- Communication channels, models and barriers
- Trends in Scientific Communication

Unit-2 Information Science
- Definition, Scope and Objectives
- Information Science as a discipline and its relationship with other subjects

Unit-3 Library, Information and Society
- Genesis and characteristics and implications of Information Society
- Changing role of Library and Information Centres in Society
- Information Industry-Generators, Providers and Intermediaries
- Intellectual Property Act, Right to Information Acts
- Concept of freedom, censorship, data security and fair use
- Policies relating to information, Right to Information including science and technology, education
- International and National Programmes and Policies (NAPLIS) IT and Library UAP, UBC

Unit-4 Economics of Information

Unit-5 Information Management

Unit-6 Knowledge Management

Paper X: Information Analysis, Repackaging and Consolidation

Unit-1 Abstracting
- Abstracting: Types and guidelines in preparing Abstract

Unit-2 Repackaging and Consolidation
- Content Analysis
- Repackaging, formatting, consolidation
Unit-3 Information Products
  - Information Products: Nature, Concept, Types, Design; and Development and Marketing.

Unit-4 Trends in Information Analysis, Repackaging and Consolidation, Including Electronic Content Creation

Paper XI: Information Retrieval

PART-1: THEORY

Unit-1 Cataloguing & Subject Indexing: Principles and Practices
  - Principles of Subject Cataloguing: Assigning Subject Headings Using Library of Congress Subject Headings and Sear's List of Subject Headings etc.
  - Models-Assigned and Derived
  - Pre & Post Coordinate Indexing Systems and Citation Indexing

Unit-2 Indexing Languages and Vocabulary Control
  - Indexing Languages: Types and Characteristics
  - Vocabulary Control
    - Tools Of Vocabulary Control
    - Structure and construction of an IR Thesaurus
  - Trends in Automatic Indexing

Unit-3 Information Retrieval
  - IR Models, Search Strategies; Manual/Machine, Feedback and Refining
  - Evaluation of Information Retrieval Systems; Projects and Parameters
  - Trends in IR Models

PART-2: PRACTICE

Unit-1 Assigned Indexing Practice
Unit-2 Derived Indexing Practice
Unit-3 Design and development of IR Thesaurus
Unit-4 Search Methods and Formulation of Search Strategy
Paper XII: Research Methods and Statistical Techniques

Unit-1 Research
- Concept, Meaning, Need and process of Research
- Types of Research -Fundamental and Applied including inter disciplinary and multidisciplinary approach
- Research and Development of Scholarship

Unit-2 Research Design
- Conceptualisation and operationalisation
- Types of Research Design
- Identification and formulation of problem
- Hypothesis; Nominal and Operational definition
- Designing Research Proposal
- Ethical aspects of Research
- Literature search -Print, Non-print and Electronic sources

Unit-3 Research Methods
- Scientific Method
- Historical Method
- Descriptive Method
- Survey Method and Case Study Method
- Experimental Method and Delphi Method

Unit-4 Research Techniques and Tools
- Questionnaire
- Schedule
- Interview
- Observation
- Scales and check lists
- Library Records and Reports
- Sampling Techniques

Unit-5 Data Analysis and Interpretation
- Descriptive Statistics-Measures of Central Tendency; Mean, Mode, Median
- Tabulation and Generalisation
- Measures of dispersion, variance and covariance
- Standard Deviation
- Graphical presentation of data-bar, pie-line graphs, histograms etc.
● Inferential Statistics
● Z-T test - Correlation
● Regression-linear and non-linear
● Chi Square Test
● Sociometry
● Statistical Packages-SPSS
● Statistical Graphics etc.

Unit-6 Bibliometrics, Scientometrics, and Informetrics

● Concept and Definition
● Bibliometric Laws; Bradford; Zipf, Lotka
● Bibliographic Coupling
● Obsolescence
● Citation Analysis
● Webometrics
● Citation Studies
● Infometrics
● Scientometrics

Unit-7 Research Reporting

● Structure, Style, Contents
● Guidelines for Research Reporting
● Style Manuals-Chicago -MLA -APA etc.
● e-Citation and Methods of Research Evaluation

Unit-8 Current Trends in Library and Information Science Research

Paper XIII: Information Technology: Applications

Unit-1 Library Automation

● Planning and Implementation and Library Automation
● Automation, In-house operations-Acquisition, Cataloguing, Circulation, Serials Control, OPAC, Library Management

Unit-2 Multi Lingual Bibliographic Databases

● Library Automation Software Packages: their study and composition
Unit-3 Communication Technology

- Fundamentals of Telecommunication Technology: Media, Mode and Components
- Network Media, UTP, Optical Fibre, Ethernet, Network interface card, Hubs, Routers, Modem
- Network Types and Topologies, LAN, WAN, MAN
- Bus, Star, Ring, Token Ring, etc.
- Local Area Network- Types and Topologies

Unit-4 INTERNET Basic features and Tools

- Network Bas Information Services
- Connectivity: Dialup, Leased lines, ISDN, Digital subscriber lines
- E- Mail, SMTP, Wireless, Send mail, POP3 CK
- Protocols- FTP, HTTP
- Web browser, Netscape Navigator, Internet Explorer
- Web Servers, Web tools, Search Engines
- Internet Security
- Teleconferencing, Tele-facsimile, Teletex, Videotext

Unit-5 Digital Libraries

- Genesis, Definition, Objectives, Scope of Digital Libraries
- Image formats, Audio formation
- Storage media Formats-180-9660 DVD
- Software and Hardware for digital libraries, OCR, Image Editing software
- Input capture devices, scanners, digital, movie cameras
- Data Warehousing, Data Mining and Meta Data

Unit-6 Artificial Intelligence & Expert Systems

(with reference to Library & Information Science)

Paper XIV Information Technology: Applications

(PRACTICE)

Unit-1 Creation and Maintenance of Databases by CDS/ISIS and others
Unit-2 Using of Library Software Packages
Unit-3 CD-ROM, Online searching
Unit-4 Internet Searching
Unit-5 Library and Information Centre Web page design and creation
Paper XV: Electives: Information Systems

An illustrative list of Electives option is as under. It is not suggestive but illustrative

1. Business Information System
2. Environmental Information System
3. Biotechnology Information Systems
4. Health Science Information Systems
5. Archival, Museum and Archaeological Information Systems
6. Legal Information Systems
7. Agricultural Information Systems
8. Social Sciences Information Systems
9. Industrial Information Systems
10. Rural and Community Information Systems

NOTE: The Electives are offered in Semester IV, MLISc-II or MLISC; as Paper 15 with the following broad structure of contents:-

1. Study of the specialised subject/discipline- its Structure and Development
2. Definition, Terminology, Branches and Landmarks in the subject/disciplines
3. Planning, Design and Evaluation of Information Systems
4. Database design, creation and development in the area- pertaining to Information Components of the subject, Study of Data Structure, Selection of DBMS and Retrieval aspects, Content Creation and Development
5. Information Systems and Networks in the subject/discipline, Study of Information Sources Services INTERNET-based Sources & Services.
OTHER AREAS OF CONCERN

D.1 Allotment of Marks and Teaching Hours

The Committee members also felt that the entire work of Curriculum Design would be complete with induction of factors relating to allotment of marks, teaching hours, since more emphasis is placed on Practice and Assignments. Thus a detailed schedule in this context is worked out and added to this Report for the guidance of the Departments of LIS.

D.2 Break-Up of Allotted Study Hours

A detailed break-up of Classroom teaching, practicals and assignment is also given in this Report.

These details are worked out meticulously and also it was felt desirable to take into consideration Credit Pattern of allotment of hours for learning and practice. This will help the Departments to super-impose their pattern suitably. The details are given in a Tabular form below.

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<th>Paper Title</th>
<th>Theory</th>
<th>IA/Practice</th>
<th>Exam Marks</th>
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\[\text{MASTER OF LIBRARY AND INFORMATION SCIENCE (Integrated/Semester Course)}\]

MLISc/Semester – 2 Years Programme (64 Credits) Break-up of Allotted Study Hours

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D.3 Infrastructure Facilities Development

D.3.1 Training of Teachers

In the wake of more and more use of Computers and Information Technology in organization and dissemination of information through libraries, the departments of Library and Information Science are hard pressed to provide necessary education and training in
this area. This can be achieved by either of the 2 ways:

(1) By appointing/inviting a computer expert in the departments of LIS for delivering lectures/training the students in use of computer technology; or

(2) To train existing teachers in application of Computer and IT in Library and Information work and services and in future to appoint library science teachers with degree/diploma in computer application/science.

The 2 options were discussed at length in the various meetings. It was felt that if the first option is favoured, then it will be necessary to first train the computer specialties in library house keeping jobs and services, without which they will not be able to give the required slant to the Application of IT in library work and services. It was further felt that this is much more a difficult task. Therefore, it was thought more viable to provide opportunities to existing library and information science teachers for receiving training in Computer Application. Since, they know every bit of library and information science and services, they will be more amenable. As far as new recruitments in the faculty are concerned, these days the aspirants are fully equipped with required knowledge of computer application.

D.3.2 Establishing IT Laboratory in Departments

Impact of Information Technology, will call for two types of Laboratories in LIS Departments. Many of the problems involving LIS education in the country are rooted in lack of adequate infrastructure. Majority of the library science departments do not have an exclusive computer laboratory and also many of them do not have sufficient number of practical tools such as DDC schedule, Colon Classification Schedule, Classified Catalogue Code and the like. To have a computer Laboratory within the Departments seems to be a remote dream, though is indispensable. Some of the Universities have started self-financing courses but tuition fees are often negligible and the fees charged by them is in no way sufficient to meet the expenditure required to be spent on maintaining Technical Tools Laboratory, and Computer Laboratory within the departments. Also that, whatever fund is collected by the self-financing courses, this often goes into general fund of the university and thereby into the coffer of administrative and salary expenditure. Budgets and funds for LIS Departments are approved by the administration of the university who might have little understanding and concern of the goals and requirements of Library and Information Science Education.
DISTANCE EDUCATION IN LIS

E.1 Status

Distance Education is not a recent phenomena. The University of London started this system as early as in 1958. Australia is also one of the countries with old history of Distance Education where, in the University of Queens Land, in Brisbane the first correspondence course was started in 1909. Distance Education was conceived as different from conventional campus base, face to face education by itself inherent nature. Distance Education has certain features of open-ness. It is a recorded fact that the first correspondence programme was started by Isaac Pitman in UK to teach Shorthand. In the USA, the first University sponsored correspondence course were organized in 1874 by the Illinois State University in 1874, the University of Chicago in 1891 and the University of Wisconsin in 1906, in Canada Distance Education in University level was started by Queen's University, Kingston, Ontario in 1889. In Australia an act was passed to establish University of Queens Land in Brisbane in 1909 which carried provisions for correspondence education in the University. In USSR University level distance teaching was visualized as early as in 1926. Countries like China, Germany, Poland and Czechoslovakia also started correspondence education in University system long back. A vivid account of the development of Distance Higher Education Programmes in different countries of the world has been given by Rumble G and Keegan D. General characteristics of the Distance Teaching Universities. Rumble G and Harry K., the Distance Teaching Universities, the London, Croom Helm (1982) (Holmberg, B. Growth and Structure of Distance Education, the London, Croom Helm (1985).

Many of the Indian Universities, involved in Distance Learning, some of them were originally founded as Distance Learning Universities but there are many others which were established primarily as conventional Universities and later added a wing/unit for Distance Learning Education. It may be relevant to point out in this context that though the former had altruistic motive, many of the latter added correspondence wing for altruistic as well as for commercial gains and as such did not pay the required attention in having sufficient infrastructure for running the programme.

IGNOU was established in 1985 and introduced Bachelor Degree of Library and Information Science in the year 1989. It launched MLIS programme in the year 1996. As an unique University having extraordinary infrastructure, the IGNOU has a sort of diverse educational needs towards Library and Information Science Education in Distance mode. The main teaching method adopted by the IGNOU is printed textbooks. In addition it has
also established regional centers and study centers equipped with audio-visual equipments and have also launched its academic counseling through Television Network. It has adopted improved assessment system.

Scenario in other Universities imparting Library and Information Science Education through Distance Mode is not the same. This is owing to environmental factors, such as lack of computers in the Departments, inadequate number of teaching centers and slow feedback from the University to the students. This shows passive involvement of the students in teaching learning programmes and group discussion in the absence of obligatory interaction between the teachers and the students. In India there are 3 parallel systems of Distance Education for Library and Information Science: First that exist in conventional university sponsored distance learning programme on the campus, the second conventional university sponsored distance learning programme with different study centers and third the distance learning University itself.

E.2 Norms and Standards

The norms and standards for LIS programmes (BLISc, MLISc) through distance mode developed by Distance Education Council (DEC) in 1996 were brought to the notice of the Committee. The CDC examined the DEC Norms and Standards and accepted them with some modifications, as given below:

I. For admission to BLISc Programme the following eligibility may be accepted in order of preference;
   a) Graduate with two years of working experience in a Library
   b) Graduate with Diploma/Certificate in Library Science
   c) Professional graduates (Law, Pharmacy, Engineering)
   d) Graduates with 50% Marks.

II. Increase in counseling / contact programme (study hours) both for theory as well as practice.

III. Introduction of compulsory computer practical both for BLISc and MLISc students.

IV. Curriculum designed by CDC/UGC should be followed by ICC’s and OU.

V. Provision of Internship should be introduced for all BLISc students and should also exposed to different libraries and their organisational pattern and services offered (Visit to Libraries).

VI. Committee strongly recommends the adequate infrastructure in Head Quarters and in every study centre, so that professional standards would be maintained properly. (Computer hardware and software, Classification Schedules, Cataloguing Codes and Reference Sources).

VII. Orientation programmes should be organised by ICC’s and Open Universities to make the Counsellors known about the latest developments in different countries.
ANNEXURES

I
COMPOSITION OF SUBJECT PANEL ON LIBRARY AND INFORMATION SCIENCE

II
CONVENORS OF BOS (BASED ON PARTICIPATION)

III
COMPOSITION OF CURRICULUM DEVELOPMENT COMMITTEE GROUP I-III

IV
UGC D.O. LETTER NO. F.4-1/97 (Desk Panel)
UGC D.O. LETTER NO. F.4-1/97 (Desk Panel)
MEMBERS OF U.G.C. PANEL ON LIBRARY & INFORMATION SCIENCE

A. Name and Address of Convenor

1. Dr. C.R. Karisiddappa
   Professor
   Dept. of Library and Information Science
   Karnataka University
   DHARWAD – 580 003.

B. Name and Address of Members

2. Prof. T. Vishwanathan
   Director, INSDOC
   14, Satsang Vihar Marg
   Special Institutional Area
   NEW DELHI – 110 063.

3. Dr. S.R. Ganapule
   Librarian
   The Asiatic Society of Bombay
   Town Hall
   MUMBAI – 400 023.

4. Dr. N. Balkrishnan
   Chairman
   Supercomputer Education and Research Centre
   Indian Institute of Science
   BANGALORE – 560 012.

5. Prof. Harsha Parekh
   Librarian and Head
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   SNDT Women’s University
   1, Nathibai Thakersay Road
   MUMBAI – 400 020.

6. Dr. (Mrs.) Ashu Shokeen
   Chairperson
   Dept. of Library and Information Science
   Kurukshetra University
   KURUKSHETRA – 132 119.

7. Dr. R.K. Chadha
   Joint Director (Library)
   Lok Sabha (Parliament)
   NEW DELHI – 110 001.

8. Dr. Wazih A. Ali
   Head, Dept. of Library and Information Science
   Kashmir University
   SRINAGAR – 190 006.

9. Dr. E. Rama Reddy
   University Librarian
   Indira Gandhi Memorial Library
   Central University
   HYDERABAD – 500 046.
10. Prof. M.K.R. Naidu  
O.S.D. (Library)  
M.S. University  
VADODARA – 390 002.

11. Dr.(Mrs.) Devinder Kaur  
Librarian  
Punjabi University  
PATIALA (Punjab)

12. Dr. (Mrs.) Usha Pawan  
Dept. of Library and Information Science  
Rajasthan University  
JAIPUR – 302 004.

13. Dr. Lalit P. Pathak  
University Librarian  
North Eastern Hill University  
Mayurbhanj Complex  
SHILLONG – 793 092.

14. Dr. Pramod Kumar  
Director,  
INFLIBNET Programme  
Near Gujarat University Guest House  
Navarangpura  
Post Box No. 4116  
AHMEDABAD – 390 009.

15. Prof. (Dr.) M.B. Konnur  
Librarian and Head  
Dept. of Library and Information Science  
University of Pune  
PUNE – 411 007.

16. Prof. L.S. Ramaiyah  
Librarian  
Central Institute of English & Foreign Languages  
HYDERABAD – 500 007.

17. Dr. Randey S K Sharma  
Link Officer/Secretary  
Senior Library and Information Officer  
University Grants Commission  
NEW DELHI.
CONVENORS OF BOARD OF STUDIES
(BASED ON PARTICIPATION)

NORTH ZONE

(Punjab, Haryana, Himachal Pradesh, Jammu & Kashmir, Chandigarh and Delhi)

Venue: Kurukshetra University
Kurukshetra.

Date: 12-13th November 1998

UGC – Subject Panel

Dr. C. R. Karisiddappa
Prof. T. Vishwanathan
Dr. S.R. Ganapule
Prof. Harsha Parekh
Dr. R.K Chadha
Prof. E. Rama Reddy
Dr. (Mrs.) Devinder Kaur
Dr. (Mrs.) Usha Pawan
Dr. Lalit P. Pathak
Prof. (Dr.) M.B. Konnur
Prof. L.S. Ramaiah
Dr. Pandey S K Sharma
Local Contact Person:

Convenor
Member

Secretary
Dr. (Mrs.) Ashu Shokeen

Convenors of Board of Studies

1. Dr. (Mrs.) Ashu Shokeen
   Chairperson
   Dept. of Library and Information Science
   Kurukshetra University
   KURUKSHETRA
   (Panel Member)

2. Dr. Wazih A. Alvi
   Head, Dept. of Library and Information Science
   Kashmir University
   SRINAGAR
   (Panel Member)

3. Dr. (Mrs.) Preeti Goel
   Chairperson
   Dept. of Library and Information Science
   Panjab University,
   CHANDIGARH.

4. Dr. Uma Kanji Lal
   Dept. of Library and Information Science
   IGNOU
   Maidan Garhi,
   NEW DELHI.
5. Dr. Narang  
Chairman  
Dept. of Library and Information Science  
Punjab University,  
PATIALA.

6. Dr. Sewa Singh  
Head  
Dept. of Library and Information Science  
Guru Nanak Dev University,  
AMRITSAR.

CENTRAL ZONE

(Madhya Pradesh, Uttar Pradesh, Bihar and Orissa)

Venue: Utkal University  
Bhubaneswar  

UGC – Subject Panel

1. Dr. C. R. Karisiddappa  
Convenor  
2. Dr. (Mrs.) Usha Pawan  
Member  
3. Prof. M.K.R. Naidu  
"  
4. Dr. Pandey S K Sharma  
Secretary  
Local Contact Person:  
Dr. P. Padhi

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1. Dr. Baman Parida  
Head  
Dept. of Library and Information Science  
Utkal University,  
BHUBANESWAR (Orissa).

2. Dr. R.K. Rout  
Professor & Head  
Dept. of Library and Information Science  
Sambalpur University,  
SAMBALPUR (Orissa).

3. Dr. R. P. Bajpai  
Head, Mahatma Gandhi Gramodaya Vishwa Vidyalaya  
CHITRAKOOT (M.P.)

4. Dr. R.B. Nigam  
Head, Dept. of Library and Information Science  
Makhanlal Chaturvedi National University of Journalism  
BHOPAL (Madhya Praesh)

5. Dr. U.M. Thakur  
Head, Institute of Library and Information Science  
Patna University,  
PATNA (Bihar)

6. Mr. Bhaskar Karan  
I/c Head  
Dept. of Information Science  
Birla Institute of Technology  
Mesra, RANCHI (Bihar)
7. Dr. Shabahat Husain  
   Professor & Head  
   Dept. of Library and Information Science  
   Aligarh Muslim University,  
   ALIGARH (Uttar Pradesh)  

SOUTH ZONE

(Andhra Pradesh, Karnataka, Kerala and Tamil Nadu)

Venue: Osmania University  
Hyderabad  

Date: 29-30th December 1998

UGC – Subject Panel

Dr. C. R. Karisiddappa  
Prof. E. Rama Reddy  
Prof. L.S. Ramaiah  
Dr. Wazih A. Alvi  
Dr. Pandey S K Sharma  
Local Contact Person:  

Convenor  

Member  

Member

Secretary  

Dr. N. Laxman Rao

Convenors of Board of Studies

1. Dr. P. Soma Raju  
   Convenor BOS  
   Department of Library and Information Science  
   Andhra University,  
   VIsAKAPATNAM (Andhra Pradesh)

2. Dr. V. Chandrasekhara Rao  
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   Library and Information Science  
   Dr. B.R. Ambedkar Open University,  
   HYDERABAD (Andhra Pradesh)

3. Dr. V. Viswa Mohan  
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   HYDERABAD (Andhra Pradesh)

4. Dr. P. Kamaiah  
   Professor and Head  
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   ANANTAPUR (Andhra Pradesh)

5. Dr. K. RamaNaiah  
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   WArANGAL (Andhra Pradesh)

6. Dr. T. Rajagopal  
   Head, Dept. of Library and Information Science  
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   TiRUPATI (Andhra Pradesh.)
7. Dr. G. Devarajan  
Head  
Dept. of Library and Information Science  
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THIRUVANANTHAPURAM (Kerala)

8. Prof. M. Parameswaran  
Convenor, BOS  
Dept. of Library and Information Science  
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CALICUT (Kerala)

9. Prof. A. Srimurugan  
l/c Head  
Dept. of Library and Information Science  
Madurai Kamaraj University,  
MADURAI (Tamil Nadu)

10. Prof. N. Armugam  
University Librarian & Head  
Dept. of Library and Information Science  
Gandhigram Rural Institute  
GANDHIGRAM (Tamil Nadu)

11. Prof. S. Jayaraman  
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Dept. of Library and Information Science  
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12. Prof. S. Ally Somman  
Head, Dept. of Library and Information Science  
Bishop Heber College  
Bharathidasan University,  
TIRUCHINAPALLI (Tamil Nadu)

13. Dr. K.S. Raghavan  
Professor & Head  
Dept. of Library and Information Science  
University of Madras,  
CHENNAI (Tamil Nadu)

14. Dr. Lalitha Aswath  
Chairperson  
Dept. of Library and Information Science  
Bangalore University,  
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15. Dr. Shivagnana Murthy  
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16. Prof. B.V. Rajasekhar  
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17. Dr. A.K. Baradol  
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18. Dr. B.S. Biradar  
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19. Dr. N.B. Pangannaya  
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MYSORE (Karnataka).

20. Dr. N. Parvathamma  
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EASTERN ZONE:

(Assam, Maghalaya, Manipur, and West Bengal)

Venue: North Eastern Hill University Shillong.  
Date: 13-14th April 1999

UGC – Subject Panel

Dr. C. R. Karisiddappa  
Dr. R.K Chadha  
Prof. E. Rama Reddy  
Dr. (Mrs.) Devinder Kaur  
Dr. Lalit P. Pathak  
Dr. Pandey S K Sharma  
Local Contact Person:  

Convenor  
Member  
"  
"  
"  
Secretary  
Dr. (Mrs.) Veena Saraf
Convenors of Board of Studies

1. Dr. Narendra Sharma  
   Professor & Head  
   Dept. of Library and Information Science  
   Gauhati University  
   GAUHATI (Assam).

2. Dr. (Smt.) Veena Saraf  
   Chairperson  
   Dept. of Library and Information Science  
   North Eastern Hill University  
   SHILLONG (Meghalaya).

3. Dr. Subal Chandra Biswas  
   Head  
   Dept. of Library and Information Science  
   Burdwan University  
   BURDWAN (W.B.).

4. Prof. Amitabha Chatterjee  
   Professor & Head  
   Dept. of Library and Information Science  
   Jadavpur University  
   CALCUTTA (W.B.).

5. Dr. R. Panigrahi  
   Head  
   Dept. of Library and Information Science  
   Kalyani University  
   KALYANI (W.B.).

6. Dr. Pinakinath Mukhopadhyya  
   Head  
   Rabindra Bharati University  
   CALCUTTA (W.B.).

7. Dr. J.K. Sarkhel  
   Head  
   Dept. of Library and Information Science  
   Vidyasagar University  
   MIDNAPUR (W.B.).
Annexure – III

COMPOSITION OF CURRICULUM DEVELOPMENT COMMITTEE
(LIST OF MEMBERS OF CDC)

Meeting: I
Date: 23-25th October 2000
Venue: UGC Office, New Delhi.

Core Members

1. Dr. C.R. Karisiddappa - Convenor
   Professor,  
   Department of Library and Information Science,  
   Karnataka University,  
   DHARWAD – 580 003.

2. Dr. H.K. Kaul,  
   Librarian, India International Centre,  
   NEW DELHI.

3. Dr. T.A.V. Murthy,  
   Librarian,  
   CIEFL, HYDERABAD.

4. Prof. E. Rama Reddy,  
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   HYDERABAD – 500 046.

Co-opted Members

5. Dr. R.K. Chadha,  
   Director (Library and Computerisation)  
   Lok Sabha,  
   NEW DELHI – 110 001.

6. Dr. Bhoshanlal,  
   Librarian,  
   Indian Institute of Technology,  
   KANPUR.

7. Dr. A.R.D. Prasad,  
   Associate Professor,  
   DRAC,  
   Indian Statistical Institute,  
   BANGALORE – 560 059.

8. Dr. T.S. Kumbar,  
   Scientist  
   INFLIBNET Centre,  
   Navarangapura  
   AHMEDABAD.

9. Sh. Vijay Govind  
   for Dr. Pandey S.K. Sharma  
   Secretary (Officiating)
Meeting: II
Date: 4-6th December 2000
Venue: UGC Office, New Delhi.

Core Members

1. Dr. C.R. Karisiddappa
   Professor,
   Department of Library and Information Science,
   Karnataka University,
   DHARWAD – 580 003.

2. Prof. Harsha Parekh,
   Professor and Head,
   Department of Library and Information Science,
   S.N.D.T. Women's University,
   MUMBAI – 400 020

3. Dr. A.Y. Asundi,
   Professor,
   Department of Library and Information Science,
   Bangalore University
   BANGALORE – 560 056

4. Dr. Sabaat Hussain,
   Professor and Head,
   Department of Library and Information Science,
   Aligarh Muslim University,
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Co-opted Members

5. Dr. (Ms) Veena Saraf,
   Chairperson,
   Department of Library and Information Science,
   North Eastern Hill University,
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6. Dr. (Ms) Ashu Shokeen,
   Chairperson,
   Department of Library and Information Science,
   Kurukshetra University,
   KURUKSHETRA – 132 119.

7. Dr. S.K. Sharma,
   University Librarian and Head,
   Department of Library and Information Science,
   H.N. Bahuguna Gharwaal University,
   SRINAGAR (Uttaranchal).

8. Dr. Pandey S.K. Sharma,
   Secretary
   Senior Library and Information Officer,
   University Grants Commission,
   NEW DELHI
Meeting: III
Date: 8-10th January 2001
Venue: UGC Office, New Delhi.

Core Members

1. Dr. C.R. Karisiddappa
   Professor,
   Department of Library and Information Science,
   Karnataka University,
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2. Dr. A.Y. Asundi,
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3. Dr. N. Laxman Rao,
   Professor,
   Department of Library and Information Science,
   Osmania University,
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4. Prof. Amitabha Chatterjee,
   Professor and Head,
   Department of Library and Information Science,
   Jadavpur University,
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Co-opted Members

5. Dr. S.K. Sharma,
   University Librarian and Head,
   Department of Library and Information Science,
   H.N. Bahuguna Gharwaal University,
   SRINAGAR (Uttaranchal).

6. Dr. Pravakar Rath,
   Faculty
   Indira Gandhi National Open University,
   Maidan Garhi,
   NEW DELHI – 110 068.

7. Dr. Pandey S.K. Sharma,
   Secretary
   Senior Library and Information Officer,
   University Grants Commission,
   NEW DELHI
UGC CHAIRMAN’S D.O. LETTER NO. F.4-1/97 (DESK PANEL)
Dated 8th March 2000 and 31st August 2000

D.O. Letter No. F.4-1/97 (Desk Panel)
March 6, 2000

TO ALL THE CONVENORS OF THE SUBJECT PANELS AS PER THE LIST ATTACHED

Dear Prof,

This is in continuation of the Meeting held on 1st March 2000 to review the status of the work accomplished by the Subject Panels and also to decide the future course of action. On the feedback given by the Convenors in the Meeting, it has been observed that some of the Subject Panels have initiated the work of curriculum development/up-dating the syllabus and have reached certain level of completion and few have done the spade work whereas some of them have yet to initiate the process. The matter of curriculum development and up-dating the syllabi was also discussed in the Commission meeting and keeping in view the urgent need for up-dating the curricula the Commission desired that this work should be accomplished at the earliest. Therefore, it has now been proposed to appoint a Curriculum Development Committee with a nodal person/Convenor. As you are the Convenor of Library and Information Science Subject Panel, you have been identified as the nodal person/Convenor of the Curriculum Development Committee for Library and Information Science. You are therefore, requested to suggest at least 7 Experts which you might select from all over the country keeping in view of the specialisation required in your discipline. This would be Core Group of 7 Experts besides the Convenor for the Curriculum Development Committee. In addition to this, the Convenor can also co-opt 7 members of various specialisations/sub-specialisations. The co-opted members may be the same or different for different meetings of the Curriculum Development depending on the requirements, whereas the composition of the Core Group will remain the same. However at any given time the total number of experts shall not exceed 15.

It has also been decided to hold meetings in Delhi, in the Office of UGC. The UGC would pay admissible TA/DA and honorarium to the experts. In addition to this, provision has also been made for contingency and secretarial assistance to the maximum of Rs. 30,000/- (Rupees Thirty Thousand Only) or the actual expenditure whichever is less. I shall appreciate it if you could accept to be the Convenor of the Committee and suggest the names of the Core group.

I would sincerely request you to complete this task by 30th September 2000. I shall be highly obliged for an early reply.

With Regards,

Yours Sincerely

Sd/-
Hari Gautham
MS (Surgery) FRCS (Edin) FRCS (Eng)
FAMS FACS FICS FIACS DSc (Hon Cousa)
Chairman
D.O. No. F.4-1/97 (Desk Panel) August 31, 2000
Prof. C.R. Karisiddappa,
Professor,
Department of Library and Information Science,
Karnatak University,
Dharwad – 580 003.

Dear Prof. Karisiddappa,

This is in continuation of my earlier letter dated 8th March, 2000. On review, I feel that the composition of the Committee has become very large and, therefore, I suggest you to restrict the number of members of the Core Group to 3 and co-opted members also to 4, thus 8 in all including the nodal person. You may change the Core Group members as well as co-opted members, as and when you consider necessary depending on the requirements of subject sub-specialisation. Both the Core Group and co-opted members can change as per the needs making sure that at one given meeting no more than total 8 persons be there. Each meeting so convened may extend for more than one or two day depending on the requirement as seen and visualised by the nodal person.

I would like to request you to consider various issues like multi-disciplinary skills, linking the general studies with professional courses, modular system, flexibility to the credit based system, introduction of bridge courses, allowing both the vertical and horizontal academic mobility etc. while framing/re-framing the curriculum. It may also please be ensured that the prepared curricula also reflects upon Indian achievements in the past.

All meeting should be held in Delhi. UGC would pay admissible TA/DA and honorarium to the experts. In addition to this, provision has also been made for contingency and secretarial assistance to the maximum of Rs.30,000/- or the actual expenditure whichever is less. I shall appreciate it if you could finalise the curriculum by the first week of February 2001 so that the same could be sent to the universities before the next academic session. The final curriculum may be given in printout form and in a floppy (in Microsoft Word Document).

For any further correspondence, you may write to Dr. Pandey S.K. Sharma, Senior Library and Information Officer, UGC, Bahadurshah Zafar Marg, New Delhi – 2 who is Secretary to the Panel.

Yours sincerely

Sd/-

Hari Gautham
MS (Surgery) FRCS (Edin) FRCS (Eng)
FAMS FACS FICS FIACS DSc (Hon Cougha)
Chairman
PART - II

STATUS REPORT ON
LIBRARY & INFORMATION SCIENCE
EDUCATION IN INDA
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PREAMBLE

A noticeable concern all over the world is observed in reviewing the status of Library and Information Science education by respective countries due to the impact of Information Technology and the emergence of Information Society, on Library and Information Work. In early 1980s the Library and Information Council (LISC), UK recommended “review the future manpower training requirements for Library and Information Work,” and a Working Party deliberated on this topic through Keynote Papers, Discussion Papers that resulted in a review (1). Beginning with the decade of 1990, the awareness in this context has been on the increase, in the task of development of education and research in Library and Information Science globally, as a result of the technological impact and the implications of Information rich society. It is reported by Johnson (2) “that schools of Librarianship and Information Studies are not playing the role they might be expected to play in the emerging Information Society”, and further “it will be necessary to review the development which have taken place in teaching, and the extent to which the schools are involved in relevant research activities. This paper reviews the status of British national schools of Librarianship in national and European context. As of above one or two studies of similar nature are also observed from USA (3).

A similar kind of paradigmatic change is emerging and it is expected to be carried out in India, in education and manpower development programmes in Library and Information Science. It may be emphasised here that India is going to play a significant role in this context particularly in the Asia-Pacific Region. As per UNESCO report (4) and as highlighted by Wing (5) there are significant overtones expressed on the prevailing situation in the region about the status of Library and Information Science education. Hence India has specific role here, and therefore there is need for its Schools of Library and Information Science to look back and look-forward to the Library and Information Science Education in the country.

5 Clive Wing: What is new in Library and Information Science training in Asia
INTRODUCTION

1.1 Changing Facets of the Profession

'Librarianship' in this sub-continent has a history that can be traced to the period of Vedas, when knowledge has been transmitted through oral tradition, known to as by shruthi (rendering) and by smrithi (by memory). Libraries were known as 'Saraswati Bhandaras' or 'Grantha Bhandaras'. A work by Trilokamalla – a Chalukya Ruler in South-West India has referred to Librarian as 'Saraswati Bhandarikas'. Libraries, like in the west, were also part of Shrines (Mathas), temples, palaces, Durghas (Tombs) and Madarasas (6). 'Librarianship' a profession then confined to collection and preservation of books and that had existed in this country from the time immemorial. Its main aim then was predominantly 'preservation for posterity'.

The term Librarianship changed its nomenclature to Library science then to Library and Information Science, adding new dimensions to its fold at every stage. It has also changed its philosophy and focus from 'preservation for posterity' to 'Books are for use', then to 'Global access to information/knowledge'. This transformation is vivid, distinct and is observed in this profession than in any other of similar amplitude. There are number of references where in-service training in practice was offered to Librarians in Universities. The formal course in Librarianship was however made a beginning in this country with William Alenson Borden and Asa Don Dickinson – both students of Melville Kossuth Dewey (for short Melvil Dewey). During 1911-1912, Borden started and established a training course at Central Library in Baroda (now Vadodara) in a Princely State of India. Alan Dickinson, on the second part, was responsible for starting a course in erstwhile Punjab University (in Lahore, Pakistan now) in 1915. If Colombia in the context of education for Librarianship is the first in the world, the Punjab School was first for India, and probably the second for the world. Konnur (7) opines that, Dickinson was probably the first to use the term Library Science, for Librarianship. The others that followed the suit, apart from Universities and Libraries were Madras Library Association (1929), and Bengal Library Association (1935). The University of Madras, under the stewardship of Dr.Ranganathan, took over the course from Madras Library Association in 1931 and in 1937 started it as P-G Course in Library Science of one year duration. Andhra University started in 1935. So a beginning was made for a systematic and formalised education for Library Science in India.

The education for Librarianship in India though began in the first decade of last century, but it

was formalised as mentioned above only in 1930s. The period of more than six decades since then has seen a sea of change in the professional approach. The major transformation has been, from its earlier apprenticeship status to a formal academic and research subject of international importance. And undoubtedly such a transformation is not observed in many professions. The change is due to developments within and also by the influence of subject fields outside Library and Information Science. There are number of other factors that are certainly responsible for raising the status of the profession to its present level. Efforts are constantly being made to infuse these developments in the course curriculum, in order to train and equip the manpower with the progressive knowledge to enable them to meet the timely requirements in the professional practice. Considering these aspects, the importance of LIS manpower development programmes and the changes in the professional approach in perspective are presented here in the light of contemporary developments in the field. The Review Committee Report prepared under the Chairmanship of Dr. Ranganathan is taken as a cut-off period to delineate these developments.

The UGC Review Committee Report (1965) (6) on Library Science Education in Indian Universities observed very small number of Library Science Departments with independent status and full time teachers. The present situation finds Library and Information Science Education totally different administratively, academically and also in every other respect. Its profile is totally different from the one that existed during 1960s or even as of late 1980s. It would be desirable here to examine those factors that have been responsible for this transformation. An effort is therefore made here to consolidate and present them in a sequence as phases of developments.

1.2 First Phase: 1960-70

The three factors, viz., the enactment of Library legislation by number of States in the country, the UGC assistance to college and university libraries towards the development of academic library system in the country, and Documentation work and services, were responsible for the first phase of development. During 1940-50 three states and during 1950-70 another 5 States had enacted Library Legislation. This has potentially enhanced the employment opportunities for qualified Library professionals in Public Libraries, at various levels and in cadres. Hence courses from Certificate to Bachelors Degree in Library Science were started at Universities, and by Government Departments and also by professional associations.

The UGC initiated review on working of University and College Libraries and also the status of Library Science education during late 1950's and in early 1960s. Two Review Reports were the outcome of this exercise. They not only identified the importance of Libraries in Higher education, but also helped to enhance the status of Library staff working in College and

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6 UGC Review Committee Report on Library Science in Indian Universities. 1965. (Chairman Dr. S.R.Ranganathan)
University Libraries. Librarians in academic libraries were given the equal status on par with teachers in the respective educational sectors. This was a revolutionary step and led many University Departments to start Masters Degree courses in Library and Information Science as younger generation was inducted to pursue this profession.

The period also saw the emergence of a new area of study, “Documentation”. Ranganathan vividly narrates the situation how he was attracted to this subject and that led to infusion in Library science courses (9). The practice of “Documentation in action” he observed in many industrially advanced countries. This in fact influenced the concept of Special Libraries attached to industries and research centres. During this period number of National Laboratories were established under Council for Scientific and Industrial Research (CSIR) and large scale industries also came-up during the period. Realising the need for Documentation Service to these Research centres and industries a national documentation centre was also established under CSIR. The establishment of Indian National Scientific Documentation Centre (INSDOC) was the result, and this added another dimension and a new area of activity to the profession.

These three factors have not only enhanced the professional status but also increased the employment opportunities for the library science professionals in public, academic and special libraries in the country. They also brought in contrasting differences in the professional approach in Library Science from that existed in its early years. The influence of these subjects is also reflected in the curriculum of Library Science education and that subsequently also led to the change in the course content and nomenclature of the course. Many University Departments of Library Science upgraded the P-G Diploma in Library Science to Bachelors Degree during this period. The INSDOC and DRTC courses were also started in this decade that made the beginning of specialisation in education too.

From mid 1970s the emphasis was laid on information component and to the facets of information collection, storage and retrieval aspects. The mechanisation in these areas was also an added factor. The decade of 70s especially is very important in the context of Library Science and as it brought the change in its nomenclature from Library Science to Library and Information Science. The professional status and education programmes started receiving global attention because of internationalisation of Information and also due to the involvement of Inter-governmental agencies such as UNESCO, UNIDO, and FAO, in the Information handling activities. The establishment of International Cooperative Information Systems like, INIS, AGRIS and DEVSIS under the umbrella of UNISIST Philosophy was a clear indicator to this fact. This shifted the emphasis of Library and Information profession from national level to that of international level. The knowledge required in handling such a renewed situation was quite extensive, and the professionals were required to know the Library and Information activities not

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only of within the country but also at international level. Simultaneous with these international developments, parallel changes at the national level became imperative to restructure the national Information facilities, which led to the establishment of national information systems, and saw the birth of NISSAT, British Library and others. This was also responsible for treating Library and Information professionals on par with planners and administrators at the global domain. The developments envisaged as above also made a reflection on the manpower development programmes under taken by the Departments of Library and Information Science, and that they designed comprehensive and broad based education and training programmes to cover the new and emerging areas. The status of the profession, as already indicated, also changed from its earlier concept of Librarianship to Library and Information Science.

The induction of Information Science also set to include information related organization system offering specialised services. The establishment of Data Banks, Information Analysis Centres and Translation Centers and others marked the beginning of a new milestone in the global view of information activities. In summary it implied that the Library Science manpower development programmes had to include the areas from traditional to modern subjects and the education programmes have to be remodelled to the contemporary requirements. So the importance of Library and Information Science manpower development programme has been looked with much more significance and the status of the profession reached new heights during this period.

1.3 Second Phase: 1980s

The second phase of professional development begins with the advent of microcomputers in Libraries in mid 1980s. The mechanisation, which was already a part of Information collection, storage and retrieval techniques received a boost with the influence of microcomputers. The services offered to the users became more effective and visible. This also brought in another shift in the professional approach, from Information oriented services to the user oriented services. The impact of the machines on services to the users was considered to be major area of discussion, besides its beneficial uses.

The adoption of new storage technology in the form of optical media created a greater impact on this field. This combined with computer and communications technology totally revolutionised the subject to highly reckonable field of an international status and a field equal to be called as Information Science and Technology.

The above narration is made in order to profile the present status of Library and Information science profession and also to show its importance contrastingly how, from the position of an apprenticeship vocation it has emerged into a field of highly reckonable value at the global level. This can also be viewed from two angles, first from the view of the professional practice and second from the availability of the educational programmes to match the present and future needs. The factors examined above may be considered as developments within the field of Library and Information Science.
1.4 Influence of Allied Disciplines

In this section an attempt is made to examine the influence of fields outside Library and Information Science on it. Though computer science can be considered as an outside field, but the mechanisation had been inherent in Library and Information science from the very early beginning.

Though Library and Information Science has developed its own professional techniques and methods, subsequently it showed its affinity towards the application of other fields to improve professional performance, included new subjects in its curriculum to meet the renewed professional requirements. It can be said that till the end of 1950s Library Science remained a virgin field with a scant influence of other disciplines. In early 1960s Library Science invited the theoretical and philosophical approaches of other disciplines and implanted them in its core. It was Ranganathan who infused scientific method in the field and that marked the first change, from Librarianship to Library Science. He is also responsible to introduce the concept of documentation as slanted to library science, to emphasise on pinpointed service to specialist readers.

However, one of the earliest disciplines having made a strong influence on Library Science was the management science. In the later years the statistical techniques and the methods of research were gradually implanted in the Library Science curriculum as the research in Library Science gained momentum. The impact of statistics on Library and Information Science need not be over emphasised here. Library and Information Science is one of the earliest fields to adopt statistical techniques in administration, in the study of users and their information needs and behaviour and in research methodology. The statistics is responsible for the emergence of new areas of lasting value and those that have attracted global attention. They are Bibliometrics, Informetrics and Scientometrics, so on.

The change in the nomenclature from Library Science to Library and Information Science has seen the impact of these two disciplines also in majority. Another important discipline that has outwardly influenced Library and Information Science is psychology. The study of users which began in late 1940's was rather quantitative but the mode of study changed considerably in 50's and 60's and in the present times there is a paradigm change in its application, oriented to Information Technology environment, to study the behavioural aspect of the user. It may be particularly noted here that the present studies include very specific areas such as cognitive processes, Information seeking behaviour of users in the Information Technology environment and so on.

The emergence of Information Society has extended the horizon of Information Science field to the study of socio-political and economic aspects of Information. Similar to the impact of psychology, a specific area study that has emerged out from the influence of socio-politico-economic aspects is the study of transborder information flow.
Library and Information Science

The Information Technology application may not be very specific to Library and Information Science as it covers the entire life of human activities performed in various fields. The Library and Information Science which is first to adopt new technologies is the one field which is also strongly influenced by Information Technology. It has changed the profile of the subject both internally and externally. It has also led to the diffusion of number of fields and also the polarization of the professionals. The application of Information Technology in Library and Information Science in the present context has reduced the gap between the library professionals and the Information Technology professionals.

Library and Information Science indirectly deals with every field of study, precisely deals with the assessment of the growth and development of disciplines in their content and scope. In the light of earlier deliberation made on the influence of outside fields on Library and Information Science, in other words it can be stated that every discipline indirectly creates an impact on Library and Information Science. But the major influences that have become the part of curriculum are Management Science, Information Technology, Statistics, Linguistics and Psychology.

1.5 Changes in Application

Having profiled the change in the professional approach and status over the last three decades, it is desirable to briefly examine the application of these changes. This has further enhanced the importance of the profession and added tremendous value to it. The profession which began with an objective of preserving the recorded knowledge of human civilization adopted a philosophical motto that the Knowledge (Books) is for use, and then providing global access to information. During the course of this three fold transformation it has adopted the contemporary societal, economic, technological and educational changes in its application. These efforts have enabled it to acquire the capabilities of adopting them in the courses of teaching due to their imminent application in practice.

The management of Library and Information Centers has assumed a new dimension due to adoption of different services directed to different kinds of Information needs and of different kinds of users. The concept of preservation for posterity has changed to use of Information and having brought in changes in economic, social, educational, industrial, management and technological environments. The first impact was seen with the emergence of the special libraries. Later further fragmentation and segmentation was seen with the identification of organization based services, on the documents types and also by type of users. The idea of library transformed into several of its segments based on users and services. This was responsible for evolving the concept of Information System. A new information organisation set-up has emerged, in order to recognise the entire gamut of information services, users and the forms of Information media. To exemplify this, the emergence of Information centers, Documentation centers, Translation centers, Databanks and Patent libraries, including the
human and organizational information sources could be mentioned here. This can be considered as a direct impact of economic development and the growing dependency of information on national economy. As stated in the report "Library and Information entering into new phase" that in the modern economy the importance of information has increased and which calls for better use of existing services, and continuous improvement of information serves to meet the explicit and implicit needs.

The impact of Management Science has been of a significant achievement in the profession of Librarianship. Apart from the application of principles and functions of Management, the areas of human resource management, financial management and the aspects of information resource management has been considered as important areas in Library and Information Science in recent years.

As observed in the context of industrial and production management the application of quality standards is also now being applied to the library services. There are also high expectations of "Quality" in the library services. It may not be strange if in future the libraries would be assessed on the basis of ISO standards on quality such as ISO 9000.

The first impact of Information Technology on Library and Information Science begins with computerization of libraries. It has a history that begins with automation in Industry. Libraries began using the mechanised data processing techniques from the age of Hollerith i.e. in the late 19th century. Since the beginning of 1960s till the advent of microcomputers substantial work of mechanization and subjecting library operations to computerization has been carried out. The use of mainframe computer systems in Libraries established a strong foundation for the future developments. To quote examples of using mainframes and their successful application on Library and Information Services the names that come forth are; H. P. Luhn, Calvin Mooers, Becker and Hayes, Gerald Salton and many others. The King's Report paved the way for development of MARC and its impact towards the bibliography information organisation has been a notable landmark in the history of Library and Information Science. MARC besides its main objective also led to the standardization of Bibliographic Record format internationally and gave birth for the idea of UBC.

The computers were successful in processing and retrieval of information, but restricted their work "In-house". The major change was brought in by the application of Communications and Storage Technology. The impact of Information Technology and its varied changes in application cannot be expressed in these few pages but can be envisaged by the services available today through INTERNET. The impact of INTERNET on Library and Information services and the concept of digital or virtual library should be reckoned as the nascent fields of study in recent years.

The narration as above is only a gist of what has happened during the last 3-4 decades and it reflects a cumulative impact on Library and Information Services. It can definitely be stated here that no other subject field has carried along with it the traditional as well as the modern
techniques, simultaneously for such a long period. Therefore it became increasingly important to implant all these aspects in the teaching programme. The impact of any new technology can be seen from the transit it has brought from its earliest vision to the modern version and that would help in preparing a blueprint for the present status and future paradigm of the profession.

1.6 Adequacy and Appropriateness

The background knowledge presented in the earlier sections provides a picture of total transformation in the profession. It may also seem to be unpredictable that what course of future developments or the direction in which the Library and Information Science profession is going to take. In the light of these developments it is necessary to examine the adequacy and appropriateness of the present curricula. In the first place it is necessary to restructure and remodel the curricula to suit the present times. It is also necessary to do some exercise on the inputs to the course in terms of qualities and qualifications the students admitted, the knowledge and skills of the teaching faculty and the establishment of necessary infrastructure facilities.

This Status Report takes into account all these aspects and places them in juxtaposition of a total perspective view of the professional education.
STATUTORY OF LIS EDUCATION

The above deliberation on the profiles of change in Library and Information Science profession would paraphrase how the present status of LIS Education is suitable to meet the challenges of the forthcoming years. The perspective analysis of the two would be able to establish the compatibility of the present status or otherwise in the context.

2.1 Historical Perspective

More than eight and half decades have passed since the first attempt to educate Library professionals began in this country. It was a pleasant coincidence that the disciple of the man who established first Library school on this earth was responsible to emulate his mentor’s legacy in this country. The nation feels endowed to Mr. W.C. Bordon at Baroda for this venture. Today more than 100 Universities and Institutions are imparting Library and Information Science education in India from certificate to doctorate degrees. The presentation of this report thus has come at a time when the profession itself is on the threshold of great transformation, and also much could happen in the years to come. It is therefore now imperative to take a stock of the existing situation and profile the status of Library and Information Science education in India today. However it may be stated here that the situation that can be visualised for the future is not what it really is, hence the next few pages overview the status LIS education as it exists today.

2.1.1 Pre-Independence Era

As repeated often, the first Library school in India was started in 1911. Till the dawn of independence, the responsibility rested mainly with Libraries and Library Associations - such as Hoogly District Library Association and Imperial Library, Calcutta. The Punjab University (1915), the Madras University (1931), the Andhra (1937), and the Banaras (1941) and the Bombay (1944) were the Universities to fall in this line after that first attempt. Except the Punjab, which became part of Pakistan after the partition, other Universities continued their programmes even after independence and today many are imparting education starting from CLISc to Ph.D.

2.1.2 Post-Independence

Close in time with birth of independence, the University of Delhi laid the first corner stone of the Library science education. The initiative was by Sir Maurice Gwyer, who invited the doyen of Library movement in India, Dr. S.R. Ranganathan, to start the Department of Library Science there. This was the First University in India to start P-G Diploma, Master’s and Doctoral Degree programmes in Library Science. Today there are more than 100 Universities and Institutes
offering courses in Library and Information Science at various levels. The profile of the Universities and Colleges and other Institutions offering courses in Library and Information Science is given in Appendix I.

2.2 Status of Departments

As a historical practice from the time of Dewey, the Library Science training courses were begun by the Library particularly by the University Library, apart from professional associations and other bodies. Ranganathan Report gives a picture that prevailed in India in 1960's. Out of 14 Universities that imparted Library Science education then had only two independent Departments and others were headed by the University Librarian or the Librarian of the Institute. Most of the teachers were the Library Staff.

2.2.1 Independent Status to Departments

In the initial years, the courses in Library Science in India were mainly started as part of the University Library. This practice was continued for some time and the practice of giving independent status for teaching programme was initiated and achieved largely during 1970s.

It may be noted also that the UGC panel on Library and Information Science (1979) recommended for independent status to the Library Science Departments. It envisaged that the status and privileges enjoyed by other departments in the University are also available to the Library Science, in terms of Full-time teaching staff and as well as a full-time head. Further, in terms of teaching and the other facilities would also be improved and reinforced. Though this has been rigidly followed by some of the states, but some states still have the practice of having common head for both, the Department and the University Library. The State University's act also has made it a point to include the clause that there should be separate heads for University Library and for the Department of Library and Information Science. (E.g. Karnataka State Universities Act 1976.) Where there is a practice of common head, there is a provision for separate teaching staff for the Department (e.g. Maharashtra).

In the present context the replies received from the Universities were presented in the form of a table to know the practices followed in various Universities. The responses are presented in the Table No.2.21. It is evident from the Table that except in one or two states, the Departments are functioning independently, however earlier practice of having a common head for both University Library and Department still continues in some states.

2.2.2 Rotation System and Number of Years

To decentralise responsibilities and also to infuse spirit of democratic functioning and commitment both in teaching and administration, many universities in the country brought in vogue the Rotation of Heads of Teaching Departments with a period of two to three years. The responses received in this context are presented in Table 2.22.
2.2.3 Departmental Publications

It was also intended to find out whether the Library and Information Science departments are engaged in Departmental publication activity. It is evident from the responses that, hardly 10% of the Departments have some kind of publication activity, either in the form of a Journal or a Newsletter or a Bulletin on the activities of the Department. Table 2.23.
2.2.4 Faculty Affiliation of Departments

Apart from the changes in the administrative structure, the academic status to the Department is also equally important; hence facultywise status of the Departments was also sought from the survey. It is rather strange that, Library and Information Science subject is placed under as many as 15 faculties. The faculties primarily affiliating are Social Sciences, Humanities and Science. The data presented in Tables 2.24 and 2.25 shows the names of Faculties to which the Library and Information Science departments are affiliated. It implies that Library and Information Science departments are attached with as many as 15 different faculties in the universities in the country. The consolidation of this data towards unification brought it down to 5 faculties.

### Table 2.2.4: Faculty Affiliation of Departments

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Faculty</th>
<th>No. of Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>Social Sciences</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Sciences</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Library Sciences</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Education, Training and Translation Group</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Education, Journalism, Library Sciences</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Arts and Social Sciences</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Humanities and Social Sciences</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Arts and Commerce</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Arts and Humanities</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Humanities</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Arts, Commerce, Law, Fine Arts and Music</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Mental, Moral and Social Sciences</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Economics, Management and Information Science</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Non Affiliated Departments</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>

The information received from the responses to this question are tabulated and charted under Tables 2.24 and 2.25.
Table 2.2.5: Faculty By Broad Categories of Subjects
Note: Considering the number of faculties it was thought appropriate to re-group them as under:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>29</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>30</td>
</tr>
<tr>
<td>Sciences</td>
<td>8</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Library Science</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
</tr>
</tbody>
</table>

2.3 Growth of Departments and Courses

2.3.1 Growth of LIS Departments: 1941-1998

From 1940s, the growth of Library and Information Science departments is calibrated. The period of three decades, between 1960-1990 shows a marked growth which is nearly 80% of the total number of departments that exist today. There were only two departments at the time of independence and by the end of 1990 it has risen to 68, this besides the courses offered at Colleges and other specialised institutions. Table 2.31.

2.3.2 State-wise and Zone-wise Distribution of Departments

Out of the 25 states and 5 Union Territories, the Library and Information Science courses are available in 19 states. The states and the Union Territories that does not offer a course in Library and Information Science are; Arunachal Pradesh, Goa, Mizoram, Nagaland, Tripura. The Pondicherry and other Union Territories have no courses in Library and Information Science Among other states, the highest number of courses is run by 2 states they are; Gujarat and Maharashtra, with 8 Universities each.
Table 2.31: Growth of LIS Departments: 1941-1998

<table>
<thead>
<tr>
<th>Years</th>
<th>Nos. Added</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-50</td>
<td>2</td>
<td>2.56</td>
</tr>
<tr>
<td>1951-60</td>
<td>9</td>
<td>11.54</td>
</tr>
<tr>
<td>1961-70</td>
<td>18</td>
<td>23.1</td>
</tr>
<tr>
<td>1971-80</td>
<td>13</td>
<td>16.66</td>
</tr>
<tr>
<td>1981-90</td>
<td>22</td>
<td>28.2</td>
</tr>
<tr>
<td>1991-98</td>
<td>14</td>
<td>17.94</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.00</td>
</tr>
</tbody>
</table>

When grouped under the five Zones, South Zone with 4 states has 21 University Departments running Library and Information Science courses. In comparison the North and East have 18 and 14 Departments each respectively. The Western Zone has 16 Departments spread equally among the two states viz. Gujarat and Maharashtra. Table 2.32 & 2.33.
Table 2.32: Statewise and Zonewise Distribution of L & I Sc Departments

<table>
<thead>
<tr>
<th>ZONES</th>
<th>UNIV</th>
<th>DEEMED</th>
<th>DE</th>
<th>COLLEGE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTRAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>EAST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assam</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bihar</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Manipur</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Meghalay</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Orissa</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WB</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NORTH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delhi</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Haryana</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>J &amp; K</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Punjab</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>2</td>
<td></td>
<td>1</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>UP</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SOUTH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andhra</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Karnataka</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Kerala</td>
<td>2</td>
<td></td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TN</td>
<td>2</td>
<td></td>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>WEST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gujarat</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Maharash</td>
<td>7</td>
<td></td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>5</td>
<td>7</td>
<td>22</td>
<td>76</td>
</tr>
</tbody>
</table>

Note: Universities with Department of Library and Information Science are only included, hence there is some variation in the total. This table includes Universities, Deemed Universities, Institutions of National Importance and Universities offering L & I Sc Education under Distance Education mode. The number of colleges included is not exhaustive, only colleges who have responded to the questionnaire are included however, it is reported that there are number of colleges in different states offering Courses in Library and Information science, mainly at Certificate and Diploma level. For example in UP under the Dr. Babasaheb Ambedkar University, 7 Colleges are running Diploma courses. But more details in this regard are not furnished. More detailed description will appear in the text of the Report.

Table 2.33: Zonewise Distribution of L & I Sc Departments

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. Depts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>8</td>
</tr>
<tr>
<td>East</td>
<td>13</td>
</tr>
<tr>
<td>North</td>
<td>19</td>
</tr>
<tr>
<td>South</td>
<td>20</td>
</tr>
<tr>
<td>West</td>
<td>16</td>
</tr>
</tbody>
</table>

The following States/Union Territories have no Departments:
1. Goa
2. Himachal Pradesh
3. Mizoram
4. Nagaland
5. Tripura
6. Pondicherry
7. Andaman Nicobar, Diu Daman, and Lakshdweep

In some Universities only the Colleges are running the Courses, for example, Bishop Heber College, Tiruchirapalli, in Tamil Nadu, is under the Bharathidasan University, but there is no Department in this University, hence this in only included under Colleges under that state. The number of Departments also include, those of Deemed Universities/institutions and the Universities offering Distance Education programmes.
ACADEMIC PROGRAMMES

3.1 Levels and Degrees in General

The Ranganathan Committee Report has enumerated the following levels of courses in Library Science:
1. Certificate Course
2. Post-graduate Diploma Course
3. Bachelor's Degree Course
4. Master's Degree Course
5. Doctorate Degree

Later many Universities upgraded the P-G Diploma course to Bachelor's level. e.g. the Karnataka University was running P-G Diploma till 1965, and from the academic year 1965-66 changed it to B.Lib.Sc. Similarly many other Universities also followed this practice. The present status gives totally a different profile of courses than that of the 1965 Report and to some extent the CDC Report too.

There are now Six levels of courses in Library and Information Science, starting from Certificate to Doctorate Degree. There are also changes in nomenclature as well modes and schemes particularly at the Masters Degree levels. Most Universities starting with P-G Diploma in Library Science changed them to Bachelors Degree. However the Certificate and the undergraduate Diploma courses still remain intact. There are at least six streams of Masters Degree programmes, the details of which will appear later in this chapter. Besides these there is also mode of imparting LIS education, which has now well set in Distance Education pattern. The levels and courses offered now are presented in the Table 3.1.

| Table 3.1: Levels of Library and Information Science Courses with details |
|-----------------------------|------------|----------|--------|
| LEVEL | Nomenclature | Degree | Min Qts | Duration |
| Certificate | Certificate in Library Science | CLI| SSLC-PUC | 3-9 Months |
| Diploma | Diploma in Library Science | DLISc | SSLC-PUC | 6 M-2 Yrs |
| | JOC in Diploma in Library Science | DLISc | SSLC | 2 Yrs |
| Bachelor | Bachelor of Library and Information Science | BLISc | Degree | 1 Yr |
| | Bachelor of Arts (Hons)(Pass) (Optional) | BA | 10 + 2 | 2-3 Yrs |
| P-G Dip. | P-G Diploma in Information Technology | PGDIT | BLISc | 1 Yr |
| | P-G Diploma in Archives and Documentation Management | PGDADM | Degree | 1 Yr |
| | Post MLISc Diploma in Library Automation | | MLISc | 1 Yr |
| Master | Master of Library and Information Science | MLISc | BLISc | 1 Yr |
| | Master of Library and Information Science (Int) | MLISc | Degree | 2 Yrs |
| | Master of Information Science | MSc | Degree | 2 Yrs |
| | Master of Science (Library and Information Science) | MSc(LIS) | Degree | 2 Yrs |
| | Associateship in Information Science | ASc | Degree & BLISc, MBBS | |
| Research | Master of Philosophy | MPsi | MLISc | 1 - 2 Yrs |
| | Doctor of Philosophy | PhD | MLISc | 3 - 5 Yrs |
Total number of Universities, Deemed Universities and Institutions offering Library and Information Science courses mainly from Bachelor to Doctorate Levels comes to 76, which is the number of responses received to the questionnaire. However some universities still continue to conduct courses in Certificate and Diploma levels. The responses to questionnaire received are from 64 University Departments, 5 Deemed Universities, and 7 Universities under Distance Education mode and 22 Colleges. Seven Universities namely, Dr. Hari Singh Gour University, University of Delhi, Annamali University, the Mahatma Gandhi University, Barkhatullah University and the Tilak Manji Bhagalpur University have not responded. The University departments as stated above mostly run Bachelor to Ph.D. Level courses and the Colleges and others, from Certificate to Bachelor's Degree only. Only two colleges have the Master's Degree programmes.

Besides the above the Tilak Maharashtra Vidyapeeta, Pune, a deemed university is also running a course in Library Science and it is also not included in the list. The number of colleges running Library Science courses at all levels is high. But only a few colleges could be included here, about which the information was made available for this report.

However as an inventory, a list of Universities and the Colleges coming under different Universities, conducting Library and Information Science courses but from whom no response was received is furnished in Appendix II.

3.2 Courses Offered Under Different Schemes and Modes

The CDC Report has not been able to identify the levels explicitly. But today the levels have been many and need some re-examination as well as some introspection. There is lack of uniformity, and substantial ambiguity in nomenclature commensurate with the minimum qualification required for seeking admission, the duration and content of the course curriculum. The Table No. 3.2 gives the complete details of courses available today.
### Table 3.2: Courses Offered Under Different Modes and Schemes

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>NAME</th>
<th>NO</th>
<th>DETAILS</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>CLISc</td>
<td>14</td>
<td>Regular University</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distance Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Colleges</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Government Department</td>
<td>1*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Associations</td>
<td>14*</td>
</tr>
<tr>
<td>Diploma</td>
<td>DLISc</td>
<td>12</td>
<td>Regular University</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distance Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Colleges</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jr Colleges</td>
<td>1*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Polytechnics</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor</td>
<td>BLISc</td>
<td>68</td>
<td>Regular University</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distance Education</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Colleges</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-Finance</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evening</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deemed University</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>BA(Option)</td>
<td>4</td>
<td>Regular University</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Colleges</td>
<td>3</td>
</tr>
<tr>
<td>Master's</td>
<td>MLISc 1 Yr.</td>
<td>75</td>
<td>Regular University</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distance Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-Finance (2 Years)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-Finance (1 Year)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deemed University</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MLISc(Int)</td>
<td>14</td>
<td>Regular University</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Colleges</td>
<td>2</td>
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**NOTE:** Under the self-finance scheme there are differences, such as some universities run them on part-time basis, evening and as vocational courses, and even some of them call them summer courses. All these are run on self-finance basis, and are of 1 Year and 2 Years durations.

*The Department of Public Libraries in Karnataka and the U.P. Library Association conduct courses in Certificate in Library Science. The latter is running it in 14 District Centres of the State.

In the case of Diploma Courses again only in Karnataka, a Job-Oriented Diploma course sponsored by Directorate of Vocational Education is being conducted. Though more than 20 Colleges run this course in the State, only one Junior College has sent the details.

### 3.3 Existing Courses: A Profile

"The Library profession did not attract the best talent in the country for a variety of reasons, the quality of entrants is very poor." This is an upright statement taken from the Ranganathan's Report (1965). Nearly after more than three and half decades of that Report, the situation however remains to be the same, and the conditions have not improved an inch. Sometimes it also gives a feeling that the situation will not be better even from the earlier years. The main reasons being better educational options are open now for the students after 10+2 education pattern. This situation is not very specific to Library Science alone, but the similar situation is also observed in Basic Sciences. Still the individual opts to under go Library science education not by choice but by chance.
Contrastingly it may also be observed that the last 3 1/2 decades have seen better professional opportunities for Librarians. Opportunities are still better now, and have increased due to the facts that many States in the country implemented the Library Legislation, and the Salary and Status of Academic Library Professionals have become better than before, economically and position-wise. There is also a growth of Special and Industrial Libraries and many more openings are available to the librarians in the multinational organisations. Despite this, the profession has yet failed to attract better talent, particularly for the courses run by the University departments. Due to ‘Computer’ component entering the professional services and management, still better openings are envisaged to the Library professionals. It is also visualised that there could be diffusion and migration of personnel from and to Computer Science and/or Information Technology to Library and Information Science. Two way mobility is possible with Library profession gradually mastering the art and science of Information technology skills and knowledge in its application to Library and Information Science.

Besides the above factors, the status improvements are also seen in the University Departments. Now most of the Departments are independent and they are treated on par with other teaching Departments, facility-wise and status-wise. Even where both Department and the University Library function under a common head, there is a separate strength of teaching staff exclusively appointed for the Department. This kind of practice is mainly found in the State of Maharashtra. The University of Mumbai, and the S.N.D.T. Women’s University for example, are headed by the University Librarian, and the Departments have five permanent teachers comprising one Professor, two readers and two lecturers in the case of Mumbai and a strength of one Professor, One Reader and Three lecturers in SNDT. Besides the full-time teachers, the Library staff also get an opportunity to engage classes.

According to Ranganathan Committee Report, there were 5 Universities running the Certificate and 11 Universities running the P-G Diploma Course in Library and Information Science. The P-G Diploma Course was upgraded to Bachelor of Library and Information Science almost by all the Universities. The Certificate course and the Diploma (under-graduate) courses are now distributed among the University departments, distance education modes and Colleges. It is also found from responses to the questionnaire that Certificate Course is also being run by the State Library Associations, and the Government Departments. The U.P. Library Association for example is running the Certificate course in 14 district centres of the state. The Department of Public Libraries in Karnataka State is also running a certificate course. The status of various courses offered by several institutions is presented in the Table 3.2. According to this Table, there are 14 Certificate Courses, 12 Under-graduate Diploma Courses, 68 Bachelor Degree, and 75 are Master Degree programmes. The M.Phil and Ph.D. Programmes are offered in 50 Institutions. The detailed profile of each category of courses is presented in the forthcoming sections. There are 3 Universities, which are also offering some specialisations, such as a PG Diploma in Information Technology, Post MLISc Course in Library Automation and PG Diploma in Archive and Document Management. The Universities of Kerala and University of Mysore and the Gandhigram Rural Institute offer these courses.
A marked contrast from Ranganathan's Report observed is also on the medium of instruction in the Library and Information Science courses. There is a trend of adoption of Regional Language medium by the Universities too. For example most of the University departments in the State of Gujarat have Gujarati as the medium, in Karnataka also Universities of Mysore, Gulbarga and the Kuvempu allow the students to write their examinations in Kannada. However the lecture classes are in English language. The Indira Gandhi National Open University allows the students to write their examination both in English and Hindi. It is also reported that in Maharashtra, the emphasis is also on regional language, the Marathi.

The responses to the questionnaire are received from 64 Universities, 5 Deemed Universities/Institutions of National Importance, and 7 Universities offering Distance Education programmes in Library and Information science. These are variably offering courses leading to Certificate to Doctoral Degree programmes in Library and Information Science. In addition to these, information from 22 Colleges including Polytechnics, Junior Colleges are made available, which are also running Certificate, Diploma, Bachelor's Degree and even Masters Degree courses. All the Universities and Institutions are offering the courses under the nomenclature: Library and Information Science.

In the forthcoming sections a descriptive account of each level of the course is given. This will give an overall picture of the status of existing courses at length.

3.4 Details of Individual Courses

3.4.1 Certificate Courses

As already stated, there are 14 certificate courses in Library and Information Science being run under different modes. They comprise, 3 Regular Universities, 4 under Distance Education, and 7 courses under the Colleges. It is also mentioned that, the U.P. Library Association alone is running this course in 14 District centres. But more details are not made available. The three Universities running the courses are, Madurai Kamaraj University, Osmania University, University of Pune. The Kota Open University is the only University which offers Certificate course through Distance Education mode, under the Open University System, whereas Number of regular Universities are also conducting the certificate course under distance education programme.

Among the Government Departments, the Department of Public Libraries in Karnataka is the only such Govt. Department running this course, and that too since 1965, except for a gap of about 5 Years. There are 7 colleges in the country which have reported to be running certificate courses and the same was reported through the questionnaire.

The admission requirement i.e., the minimum qualification prescribed for admission is not uniform. It ranges between SSLC to Plus two. The duration of the course also varies - from 3 - 9 months. The fees charged are high in case of DE and SF courses. The number of papers
prescribed for the courses is between 4-6. No exclusive details regarding curriculum, papers offered was made available, their content is not furnished. The intake in case of colleges and Universities is about 50-80, and in the case of DE programmes it is 300-500 and in one case it is around 800.

3.4.2 Diploma Courses

Only 13 undergraduate Diploma programmes are being run under different modes. This includes the courses run by Polytechnics and Junior colleges in Karnataka. The Universities, Distance Education modes and Colleges share the remaining. It was reported in one of the document compiled by Majid Khan that a Polytechnic for Women in Delhi was also running a course. But no more details to that effect are available.

The Polytechnic course in Karnataka is under the Department of Technical Education and the Diploma courses offered by the Directorate of Vocational Education are financed and run by the Junior Colleges. Probably only in Karnataka that these two types of courses are being offered. It is found that the latter course is run under very poor infrastructure facilities. It is understood that there are no teachers, and even without any tools for classification and cataloguing. It is also found that there are at least 20 or more colleges running this course under such poorest facilities. The turnout from this course has also created some serious anomalies due to various reasons - the basic difference being the minimum qualification required for seeking admission to this course. It is SSLC for the Junior College course and 10+2 for the Diploma Course being run by Polytechnic. This has created major anomaly in the case of equivalence and compatibility.

It is reported that 7 Colleges affiliated to Dr. Babasaheb Bhimrao Ambedkar University, Agra are also offering a Diploma Course.

Admission Requirements

The minimum qualification for admission to Diploma course is SSLC and PUC (10+2). For Diploma offered by the Government Polytechnic for Women in Karnataka, the minimum qualification for admission is PUC and for the Job Oriented Diploma Course run by the Junior Colleges in the state is SSLC and the name of the both the courses is Diploma. As noted earlier this has been the reason for the anomaly. The duration of Diploma courses is 6 months to 2 years. None of the Universities or the other Institutions have sent the scheme of papers. But from the replies to the questionnaire it implies that 6-20 papers are offered for these courses. For the two years duration the number of papers are between 16-20 as in case of Karnataka 2 years programme, and 6-8 papers in the case of smaller duration courses. So there are wide variations in the course duration and in the admission requirements and the number of papers prescribed.
The fee structure is also quite different, the Government run polytechnic do not charge any fees for the two year programme. The fees for college run courses is Rs. 2500/- and for the distance education programmes, it is up to Rs. 5000/-.

### 3.4.3 Bachelors Degree Courses

The Bachelors degree course is spread under different modes, of which 41 are offered by regular Universities, 10 are being run under Distance Education mode, 7 under Colleges and 2 by the Deemed Universities. The introduction of 2 years Integrated programme leading to Master of Library and Information Science, on the pattern of M.A., M.Sc., M.Com., and other Masters Degree Programmes run by the Universities, was considered appropriate that Library Science Education should also follow the same pattern. In one of the Conferences held under the Department of Library and Information Science of Osmania University this scheme was supported and recommended. Since the introduction of this course, some Universities discontinued the BLISc courses, and in some states, First Grade colleges have come forward to run the BLISc courses. Number of colleges are now running this course, but only few colleges have furnished the information, otherwise the details in this regard are incomplete. A few colleges including some Universities are running this course on self-finance basis, and some as an Evening course, besides running the regular courses too. The University of Calicut is running it as regular and evening course, whereas the Rabindra Bharati University is running it only as an evening course. There were two Integrated Programmes in BLISc too of 2 and 3 Years duration, however, due to non-availability of candidates the courses were abandoned. In four colleges, Library Science is also offered as an Optional Subject at B.A. level, and each year the student would opt for Library Science as one of the Optionals, along with other optionals in social sciences or humanities. The students passing with this option would be considered as on par with other Degree too. Bachelors Degree programmes offered under different modes and schemes is shown in Table 3.43.

#### Admission Requirements

For seeking admission to BLISc right from the beginning the minimum qualification has been the Basic Degree in any subject. Students even with Engineering, Agriculture and Law Degrees have sought admission to BLISc. There is however no change in this pattern. But many Universities have fixed the minimum as Second Class (50%) in graduation, relaxation is admissible where there is practice of reservation and allotment of seats on the basis of roster system. However it may be stated that the minimum qualification requirement is consistently maintained since the introduction of this course even when its name was PG Diploma in Library Science.
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Intake

The median value is arrived for the students admitted to the BLISc course since the intake varies from Department to Department and state to state. Based on this an all India median value is also computed, which comes to 40, and considering that, 16 states with 47 Universities offering the course, the total number of candidates admitted to the BLISc course comes to around 1630. In fact the exact calculation of admitted students of all Universities comes to 1638. This figure is only for the Universities which are offering the BLISc course on regular basis, and excludes the courses offered through Distance Education mode, self-finance schemes, courses run by the colleges. The details are furnished in Table 3.2. Considering all these quotas, the total number of admissions as found from the questionnaire responses is nearly 6500 for the BLISc course alone. Here it is necessary to consider the strength of candidates and its qualitative effect on the entire professional arena. It is now necessary to give thinking on this aspect, and to evolve some minimum quota for admission to the BLISc Programmes as a whole.

The duration of the course remains to be the same - 1 Year. In case of evening and other part-time courses the duration is extended beyond 1 year, in some cases it is 1 1/2 to 2 years.

The fees charged by Regular programmes and the Distance education systems varies widely. Table No. 3.442 gives the details of fee ranges for both BLISc and MLISc courses. The minimum for regular courses is Rs.250/- and the maximum is nearly Rs. 6000/-. In case of Distance Education system it is Rs. 1500 to 7000/- respectively.

3.4.4 Masters Degree Courses

The University of Delhi, was the first University in the country to start Master of Library Science Course, that was in 1948, and since then there is a steady increase in the number of Universities introducing the Master's Degree Courses. The details of courses being offered under different modes and schemes is presented in Table 3.44, and as per the table - as many 75 courses are being run under this stream. There are cases where two are more schemes are being run by one and the same University. For example the University of Pune, run both regular and part-time (vacation) (Self-Finance) course of 1 year and 2 years duration. Similarity the Sri Krishandevvaraya University, Ananthapur was running two courses simultaneously. Hence number of Universities running MLISc courses is not 75, but it is only 68, including 2 Colleges, which run only Masters Degree Courses.

The Masters degree courses are also run in many levels and in as many as 6 levels as detailed below.

1. Master of Library and Information Science (1 year, terminal)
2. Master of Library and Information Science (2 years, integrated)
3. Master of Science (Library and Information Science) (2 years, integrated)
4. Master Science (Information Science) (2 Years)
5. Master of Information Science (2 years, semester)
6. Associateship in Information Science
Table 3.44: MLISc Course Offered Under Different Modes and Schemes

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But some part-time vacation/evening courses are also run for 2 years, and they are same as of serial No. 1, and that they follow the admission requirements and syllabus of one year programme. The two years programme are introduced in late 1980's and have different requirement in terms of minimum qualification for admission, and also syllabus.
All the above five levels are run under Annual and Semester system, but in majority of cases they follow the Annual system falling in line with their respective University patterns. There are only 10 Universities, which are not offering Masters Degree course, and they run only BLISc programmes, out of which Five are under DE mode and One is a Deemed University. They are;

1. Jamia Millia Islamia, Delhi
2. Sampurananda Sanskrit University, Uttar Pradesh.
3. Awadesh Pratap Singh University, M.P (DE)
4. Yashwantrao Chavan Maharashtra Open University, Maharashtra (DE)
5. Kakatiya University, Andhra Pradesh (DE)
6. Alagappa University, Tamil Nadu (DE)
7. Gandhidham Rural Institute, Tamil Nadu (DU)
8. University of Calicut, School of Distance Education, Kerala (DE)
9. Manipur University, Manipur
10. Patna University, Bihar

The modes and schemes of Masters Degree programmes are given in Table 3.44. There are as many as five different modes under which Masters Degree courses are offered. They are:

1. Regular University
2. Distance Education
3. Deemed University
4. Self-finance (part-time/vacation/evening)
5. First-grade Colleges

Most number of courses (49) are run under regular stream, only 4 are under Deemed University, two under Colleges. The Birla Institute of Technology, Mesra, Ranchi, is the only Institute which has a Master of Information Science Course, while INSDOC and DRTC are offering Associateship programmes. Only two Universities run this under different nomenclature - i.e. Master of Science (Library and Information Science) they are University of Madras and Kuvempu University, Shimoga, Karnataka. But the course requirements and the syllabus is same as 2 years integrated programme.

**Admission Requirements**

As the course streams vary, the admission requirements are also different. For a 1year programme, the minimum qualification for admission is BLISc (some with II Class). In case of part-time/vacation course, which are run for the benefit of working Librarians, specify 3 years of working experience. However this condition is not mandatory.

The two year integrated programmes are patterned on the line of Master's Degree courses of other disciplines, in Arts, Science, Commerce and others. Since Library Science as one of the
Optional is offered in a very few cases, the minimum qualification for admission to 2 year programme is a degree in any discipline. However some Universities have made it II Class or 50% in aggregate (relaxable in case of SC/ST's). In case of courses run by INSDOC and DRTC, though BLISc in one of the requirements, but admission are also offered to technical/professional degree holders (e.g. B.E., MBBS and so on). Only in few cases examples of B.E's seeking admission to these course are found otherwise most of them are with BLISc, Qualification.

For admission to Post-graduate programme, many Universities, started introducing Entrance Test, in line with the policy of their respective Universities. Where there is no such practice - merit is the basis for admission and some even suggest it, with an interview. However, as the situation demands in the existing circumstances, either through Entrance Test or on the basis of merit are considered to be most viable system.

**Intake**

The intake for MLISc courses was also arrived at on the same pattern of BLISc course. The median value for the entire country comes to 15. The minimum being admitted by a University Department is 10 (both for 1year and 2 year programmes) and maximum being 20 in case Two year Integrated programme. The gives the statewide median value for MLISc courses also. Accordingly, the total intake for MLISc courses in the entire country comes to around 900. This excludes again admissions made under the distance education and self finance courses.

**Fee Structure**

The fees charged for MLISc Courses also varies as observed in the case of BLISc programmes. The minimum annual fees charged in the regular courses is Rs. 250/- the maximum being Rs.4,000/-. In case of D.E. and S. F. courses these figures are Rs.1,900/- and Rs.14,000/- respectively.

More details about the Intake in different states and the Fee ranges charged for BLISc and MLISc courses are given in Table 3.441 and 3.442 respectively.

**3.4.5PG Diploma and Other Courses**

A new trend of PG diploma courses in some specialist areas of Library and Information Science are being introduced in a few Universities. They are in the area of Archival Management, Library Automation and IT. Only 2 Universities and one Deemed University have been running these programmes. They are

a) University of Kerala (PGDIT)  
b) University of Mysore (Post MLISc in Library Automation)  
c) Gandhigram Rural Institute (PGDADM).
Table 3.441: Median Values for BLSc and MLSc Intake: Statewise

Median values for BLSc and MLSc Courses for various Universities in the States in the Country. They include only for the Universities offering Regular Courses, thus excluding the Courses offered under Distance Education, Self-finance and other part-time base courses. The Table also gives number of Universities and The computation was done on the basis of Intake figures, taking the minimum and maximum values. This will help to come out with a total admissions to BLSc and MLSc Courses made every Year by these number of Universities, again excluding the Open Universities. The intake of Open Universities and under Distance mode is un-predictable, and sometimes as some questionnaire responses state "No Limit".

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<th>For MLSc</th>
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Table 3.442: Fees Ranges Charged for L & I Sc Courses

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</tr>
<tr>
<td></td>
<td>1501 - 1750</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1751 - 2000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2251 - 2500</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2501 - 3000</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3001 - 3500</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3501 - 4000</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4001 - 6000</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>BLSc(DE)</td>
<td>1500 - 2000</td>
<td>3</td>
<td>1500 - 7000</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2001 - 3000</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3001 - 4000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4001 - 6000</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLSc(Regular)</td>
<td>250</td>
<td>1</td>
<td>250 - 2500</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>251 - 500</td>
<td>4</td>
<td>2501 - 4000</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>501 - 750</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>751 - 1000</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1001 - 1250</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1251 - 1500</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1501 - 1750</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1751 - 2000</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2001 - 2250</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2251 - 2500</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2501 - 3000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3001 - 4000</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4001 +</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>MLSc(DE)</td>
<td>1900</td>
<td>1</td>
<td>1900 - 5000+</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3200</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4000 - 5000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5000 +</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLSc(SF)</td>
<td>5000</td>
<td>1</td>
<td>5000 - 14,000</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7000</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10,000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12,000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14,000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This Table gives the Fees structure of various L & I Sc Courses being run under the Regular, Distance Education (DE) and the Self-finance (SF) schemes.
The course offered by the University of Kerala is run under the S.F scheme, except for the University of Mysore programme the other two programmes seek BLISc as the minimum qualification. The intake for these courses is kept very minimum.

The number of courses each under Certificate, Diploma, Bachelors, Masters and the P-G Diploma have been given under the Tables 3.45.

Table 3.45 P.G.Diploma Courses Offered

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NOS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLISc</td>
<td>68</td>
</tr>
<tr>
<td>MLISc (1 Year)</td>
<td>55</td>
</tr>
<tr>
<td>MLISc (Int. 2 Years)</td>
<td>16</td>
</tr>
<tr>
<td>M.Sc (Int. Sc)</td>
<td>1</td>
</tr>
<tr>
<td>MSc</td>
<td>1</td>
</tr>
<tr>
<td>AlSc</td>
<td>2</td>
</tr>
<tr>
<td>PGDIT</td>
<td>1</td>
</tr>
<tr>
<td>PGDADM</td>
<td>1</td>
</tr>
<tr>
<td>Post MLISc Lib. Automation</td>
<td>1</td>
</tr>
</tbody>
</table>

CERTIFICATE AND DIPLOMA COURSES OFFERED

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NOS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>14</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE:
These tables are based on the details compiled in the Table 2.2 where courses offered under different modes and schemes are detailed.

3.4.6 Research Programmes: M.Phil and Ph.D.

The M.Phil Programme, which was introduced by University of Delhi first in 1980, has now spread to 12 Universities. There is a spurt of Ph.D. Programmes in Library and Information Science in the country. There has been segmentation and fragmentation in the courses, whether desirable or not, but there are towering options now and are presented in this report. The number of M.Phil and Ph.D. programmes offered is presented in Table 3.46.

3.4.6.1 M.Phil. Programme

The University of Delhi again has the privilege of starting the M.Phil. programme for the first time in the country. There are as many as 13 universities running the M.Phil. programme of one year and/or of two year duration, the latter being offered on part-time basis. Out of the 13 universities 2 universities are offering only M.Phil. Programme where as the remaining 11 Universities also run it in association with Ph.D. programmes. Only one University is offering this course under S.F. Scheme. It is also observed from the replies to the questionnaire that some of the Universities have mentioned the discontinuation of M.Phil programme either due to non-availability of adequate teachers or there are not many takers of the course. The latter may be due to the fact that there are meager openings for the teaching positions in the University Departments of Library and Information Science. This conclusion is arrived at the fact that the M.Phil. qualification is one of the specific requirement of the teaching position and it is not mandatory for seeking appointment as a Librarian in University or a College.
Table 3.46: M.Phil and Ph.D. Programmes

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NO. OF DEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Phil Only</td>
<td>2</td>
</tr>
<tr>
<td>M.Phil and Ph.D.</td>
<td>11</td>
</tr>
<tr>
<td>Ph.D. Only</td>
<td>37</td>
</tr>
</tbody>
</table>

Pie Chart 1: Number of Universities offering M.Phil & Ph.D. Programmes

1. Totally 47 Universities are having Ph.D. Programmes out of which 37 are offering only Ph.D. Programmes.
2. 11 Universities are having both M.Phil and Ph.D. Programmes i.e. M.Phil = 11 and Ph.D. = 11.
3. Only two Universities are having M.Phil. Courses. They are Madurai Kamraj University, and the Sambalpur University.

Admission Requirements

The minimum qualification required for M.Phil. courses prescribed by many Universities is MLISc II class very few Universities have introduced either an entrance test or interview in this regard. Otherwise most of the admission are done on the basis of merit i.e. the marks scored in the MLISc examination.

Intake

No University mentions any specific number of student intakes. It ranges between 2 to 10, however no university has been able to admit the students in full compliment to the required intake capacity, the reasons for this lacuna may be again due to meager teaching positions.

3.4.7 Doctoral Programmes

The credit of starting the Ph.D. Programme is Library and Information Science again goes to the University of Delhi and the same University also awarded the first doctorate degree in 1958. Gradually many Universities after stabilising the Bachelor and Masters Degree Programmes and with the help of senior teachers in Library and Information Science introduced Ph.D. programmes. But it may be observed that the following two decades that followed 1958 have a very few Ph.D's and the progress has been very slow. Beginning with 1980 there was a sudden acceleration in introducing Ph.D. programmes and as well as a significant output of Ph.D's. This
may be due to the fact that the two decades were required for the consolidation of Bachelors and Masters degree programme and also attributed to fact that the Department of Library and Information Science which were under the University Libraries were given the independent status as P.G. Departments. This indeed helped the Departments to chalk out their academic and research programmes and also to attain a significant position in the Universities on par with the other PG Departments. This justified the suggestion made in the Dr. S. R. Ranganatha's report that the Library and Information Science departments should have an independent status for their progress and development.

Today Library and Information Science has attained a position of reckoning value in terms of its academic and research activities and surprisingly in a short span of a decade and half over 200 Ph.D's have been awarded by in as many as 48 Universities which offer this programme. Out of these 48 Universities only one University i.e., Kota Open University is having the Ph.D. programme under distance education mode.

**Admission Requirements**

Though some Universities have replied that the minimum qualification required for registration for Ph.D. Programme is M.Phil, but a Masters degree with 55% in aggregate is the basic minimum qualification for the registration to this programme. However in the absence of fulfilling the M.Phil requirement Universities have made it mandatory by introducing a Pre-Ph.D. qualifying examination with minimum two papers and viva voce to confirm the registration of Ph.D. It is even observed that some of the Universities have prescribed the entrance test in addition to basic minimum qualification as a requirement for Ph.D. registration. For example, Sri Krishnadevaraya University Anantapur has a separate entrance test for M.Phil. and Ph.D., admissions, not only in LIS but for all subjects.

**Intake**

The intake to the Ph.D. programme depends upon the number of qualified research guides available in each department. Some of the Universities have fixed the number on the basis of the norms followed in other disciplines. For example in Bangalore University the Department of Library and Information Science belongs to the Science faculty and each guide is allowed to take maximum four students only, which is also on par with the other subjects in the same faculty. The fact that no specific intake capacity be mentioned in this regard as in the case of Bachelor and Masters degree programmes and the practice followed by one of the University mentioned above be followed as a rationale.

**Duration of the Programme**

The Ph.D. programmes offered in Library and Information Science in majority are on part time basis. Unless the aspirant is a qualified JRF or SRF in which case he can undergo the programme on full-time basis. This difference is also taken into consideration in fixing the duration for the Ph.D programmes. In case of part time programme the minimum varies between 3 to 6 years. But in the case of full-time programme it is 3 years and extendable by another year.
CONTINUING EDUCATION PROGRAMMES

It is often felt that, teaching faculty in Library and Information Science departments, and the Librarians should update their knowledge, in order to impart latest developments the students and to implement them in practice. In India, there are number of avenues in providing Continuing Education to Library professionals. It began as early as in 1920, with the recorded incidence of training programme organised to school librarians at Mysore. Since the introduction of formal courses in Library and Information Science, there have been similar developments, and regular programmes have been introduced in this context. Apart from periodical national Seminars and Conferences organised by ILA and IASLIC, SIS and CALIBER and other professional bodies in the country, there are many national agencies which are engaged in providing Continuing Education Programmes to Library professionals.

Dr. Ranganathan set a trend by introducing regular Annual and Refresher Seminars at DRTC, from the beginning. The application of other disciplines on Library and Information Science reflected the impact, and particularly the technological development. This necessitated to conduct more programmes to meet the new challenges. As a result of all these developments a process of continued education was duly recognised, to have full-time regular and short-term periodical training courses. The predominant institutions and organisations involved in this task are; NSCI, INSDOC, DRTC, NISSAT/DSIR, DESIDOC, Library Associations, Academic Staff Colleges in the Universities, British Council Libraries, American Centre Libraries, Departments of Library and Information Science, Institute of Information Studies under the Sarada Ranganathan Endowment for Library Science and the International agencies like, ASTINFO and the UNESCO.

At least about 5-10 continuing education programmes are simultaneously held in a year and are organised and conducted by the Institutions and organisations indicated above. Number of research studies and conferences were also found on this topic.
DISTANCE EDUCATION IN LIS

The education through Distance Mode, through Correspondence or Open University systems is also available for Library and Information Science Courses. The courses offered in different levels and the other aspects are given in brief here. The details of Distance Education programmes offered by various Universities is also given in several Tables referred earlier.

5.1 The Profile

Of the 240 Universities in India, the Distance Education programmes of different modes are available in 26 Universities. The details are as follows:

a) Open University 5 nos.
b) Institutes of Correspondence Education 21 nos.

The five Open University courses obviously are not offering any formal programmes whereas the courses attached to Institutes of Correspondence Education mostly have programmes through formal mode as well as through the correspondence mode. Example: University of Madras, Annamalai University. However there also some Universities which are offering only the Correspondence courses. Example: Kakatiya University; Alagappa University, where there are no Departments of Library Science, but the University Libraries are conducting them. There are two specialised courses also offered through Correspondence, one by the Central University, and another by an Autonomous Institution. They are, the Diploma in Library Automation and Networking offered by the University of Hyderabad, and the Information Science and System course by Birla Institute of Science and Technology, Pilani.

5.2 Levels of Courses

The courses run by these modes range from Certificate to Ph.D. The number of such courses available is furnished below:

a) Certificate - 6
b) Diploma - 5
c) Bachelor Degree - 20
d) Master Degree - 10
e) Ph.D. - 1
f) Information Science - 1
g) Library Automation etc. - 1

The courses almost follow the same course curriculum and the structure offered by their counter parts in conventional modes. The admission requirements are almost same as the
regular courses, except in some cases, there is stipulation regarding working experience. However this is not mandatory as it is not strictly followed by many universities.

The mode of imparting education is through regular contact and/or counselling programmes offered by most of them. Only a few have facilities to use the Electronic Media, like the IGNOU has the privilege of using the Audio and Video Tapes and the regular telecast through the Door Darshan.

The method of evaluation includes regular assignments and the term end examination. The ratio is of the order of 20:80 to 30:70.

There is no fixed intake in most of them as it ranges from 10 to 1000, from specialised to Certificate courses. The Appendix III gives the details of courses offered through distance mode.
SUMMING UP: ACADEMIC PROGRAMMES

The last 50 years of Library and Information Science education since the dawn of independence have seen many transitions, contrasts, and contradictions. The transition is one of the most welcome and significant development. As of today the Library and Information Science education is on the threshold of facing new challenges of the new century in the offing. However and the great expectations are in store to establish its durability and survival in the next millennium.

If the Departments of Library and Information Science in India need to sustain the challenges then they have to set global standards in Library and Information Science education at least for the Asian region. The task is stupendous and involves drastic and progressive changes in its curriculum and building adequate and appropriate infrastructure facilities.

The contrasting and the contradictory factors may be of the transition envisaged because there is a unhealthy growth of courses in Library and Information Science under different streams and modes as profiled in the beginning. To some extent this growth has to be controlled and the further dilution of the course content be reduced. In the case of courses run under different levels, the Certificate and Diploma courses have almost lost their significance, which is evident from the gradual reduction in number of institutions offering the course. However it may be worth while to suggest that out of the 2 courses only the Diploma course could be retained and strengthened as it caters to the needs of the middle or semi professional personnel.

In the case of M.Phil and Ph.D. programmes certain paradoxical features are also observed as the programmes are run primarily on part time basis. In this context it can be suggested that there could be an equal distribution of running both full time and part-time programmes.
INFRASTRUCTURAL FACILITIES

It is heartening to note that the Dr. S.R. Ranganathan’s report made special attempt on seeking information regarding the Physical facilities for teaching research in Library and Information Science in Indian Universities. This implies that adequate importance was also given for this subject. The situation that prevails today is totally different in entirety of the courses offered by the University now. As the new areas have continued to influence the Library and Information Science. The second significant impact that is observed in the last decade is the extensive use of Technology. In 1960’s when the review committee report was published the dependency was as the building and the Classification and Cataloguing tools only. But today with the growth of research programmes, application of interdisciplinary subjects and use of computers and communication technologies in teaching and research programmes have stressed the need for more comprehensive and necessary Infrastructure facilities to make teaching and research more effective. To state an example the introduction of “Computer Basics” with an intention of giving an exposure about the use of Computer in LIS would be totally inadequate without a practical component on how to use and exploit this tool. If a course having practical component is introduced, if the supporting infrastructure is not provided it would be a lop-sided approach as the use of the theoretical knowledge with practice, and in the circumstances it is not advisable just to mention them on paper. Over the years this has been proved very fruitful in Library and Information Science education. Evidently from the practical approach adopted in classification and cataloguing systems.

The recent developments have seen the independent status for the Departments, but they are lacking the physical facilities such as the Classrooms, Seminar Halls and the accommodation for the staff (teaching and non-teaching). This requirement was either overlooked or not much attention was given when the Departments were part of the University Library. But today with separate identity for both and for mutual benefit they need separate physical facilities, especially for the Teaching work and for undertaking research. So in view of these changing times the demand for the infrastructure facilities have increased much more without which the aims and objectives set before the LIS Education programmes cannot be fulfilled successfully.

One of the important features of the Open University programmes infrastructure facility is the availability of adequate number of Practical tools, audio-visuals and most importantly the Course material. The IGNOU prepare course material is considered to be the best among the open university courses. The regular University departments can avail the clue from this and can also design course material for the practical components. The Course material in Practicals – Classification, Cataloguing, Reference Questions and to Computer applications be prepared. These subjects have availability to design course materials in detail.

The present status of infrastructure facilities available in LIS Departments and an assessment of them are presented in the succeeding chapters.
7.1 Physical Facilities

In this section the observations are made about the facilities available in the context of Classrooms, Seminar Halls and the Computer Laboratory, as well as the accommodation for the staff. The questionnaire sought the information on the minimum requirements of upto one or two classrooms depending upon the number of courses offered by the Departments. With the introduction of the computer application paper, it was also found necessary to seek the information on the availability of computer laboratories. The responses received in this context are presented in the Table 7.1. A brief description about the responses is also presented here.

Table 7.1: Physical Facilities: Class Rooms, Seminar Halls, Computer Labs.

<table>
<thead>
<tr>
<th>ROOM</th>
<th>Nil</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS</td>
<td>2</td>
<td>15</td>
<td>50</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>SEMINAR</td>
<td>47</td>
<td>25</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>COMLAB</td>
<td>23</td>
<td>48</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

It is surprising to know in the first instance to know that two Departments have no Classrooms. The number of Departments without Seminar Halls and having no computer laboratories are 47 and 27. The only satisfactory position is that the majority of Departments have two classrooms which amounts to 50 Departments. One seminar hall and one computer laboratory each in 25 and 48 Departments respectively. No assessment of the minimum requirement is made here, however consulting the appropriate Departments, and also on consideration of intake capacity of each Department and the number of courses and
programmes offered by them a minimum of requirements can be suggested as the part of the recommendations.

### 7.2 Teaching Equipment

In consonant with the availability of the Physical facilities the methods of teaching and use of the teaching aids has its own significant importance for effective teaching. Use of AV Aids has been an age-old practice. In the absence of AV Materials, the teachers use to prepare Charts and Tables to supplement the Class Room Lectures. But today the technology is endowed with much more sophistication and has number of alternatives available in this context. The use of OHP's and Slide Projectors and in recent years TV and VCR have entered the Classrooms to aid the teaching and also to make it effective. In this context the survey also sought the availability of the facilities in the LIS Departments. The responses received are Tabulated and presented under the Table 7.2, which broadly projects the scenario of teaching aids available in various Departments. Broadly it can be stated that there is a scenario of lack of facilities in this context as nearly 50% of the Departments do not possess any of these teaching aids and equipments.

<table>
<thead>
<tr>
<th>EQ. NAME</th>
<th>NIL</th>
<th>NOS. AVAILABLE ONE</th>
<th>TWO</th>
<th>MORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHP</td>
<td>26</td>
<td>40</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>SLIDEP</td>
<td>48</td>
<td>28</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TVCR</td>
<td>51</td>
<td>24</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 7.2 Equipment Facilities: OHP, Slide Projector, TV-VCR**

*Equipment Name:*
- **OHP:** Overhead Projector
- **SLIDEP:** Slide Projector
- **TVCR:** Television and VCR

The details are that for example: Nil 26 Means without UHP
- Nil 26 Means without UHP
- Nil 48 Means without Slide Projector
- Nil 51 Means without TV and VCR
7.3 Computer Hardware and Software

It is well known fact that IT has created greater impact on LIS Curriculum and in recent years the teaching of fundamentals to advanced courses in LIS Departments has become sine qua non. As already mentioned without basic equipment facilities, the teaching new subject, and application of IT has no significance, unless the availability of minimum computer facilities is ensured for each Departments. Hence the information was sought from the Departments to give furnish the computer and the peripherals available in the Departments. The Table 7.31 to 7.33, grouped under three headings presents the details on the availability of:
1. Computer Hardware
2. Peripherals
3. Computer and Library related Software

PHYSICAL FACILITIES

7.31. COMPUTERS

<table>
<thead>
<tr>
<th>XT</th>
<th>286</th>
<th>386</th>
<th>486</th>
<th>PI</th>
<th>PII</th>
<th>SERVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>16</td>
<td>42</td>
<td>57</td>
<td>172</td>
<td>31</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: *SNDT, DRDC, INSOC, NEHU and Universities of Madras, Mysore, Karnataka for example have good facilities.  
*Some Departments have access to the facilities augmented through INFLIBNET Programme  
*Three Departments have mentioned that they share the facilities available in the Computer Science departments.  
*Mangalore, Gujarat M.L.Sukhada have acquired computers under the common grants for three to four Departments
7.32 PERIPHERALS

<table>
<thead>
<tr>
<th></th>
<th>GIST</th>
<th>MM</th>
<th>OCR</th>
<th>PRINT</th>
<th>XEROX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>1</td>
<td>31</td>
<td>12</td>
<td>101</td>
<td>2</td>
</tr>
</tbody>
</table>

**Peripherals**

- GIST: Multilingual Interface
- MM: Multimedia
- OCR: Optical Character Recognition
- PRINT: DMP, InkJet, LaserJet
- XEROX: E-mail, Internet, DTP

7.33. SOFTWARE

<table>
<thead>
<tr>
<th></th>
<th>CDS</th>
<th>SANJ</th>
<th>ILMS</th>
<th>LIBSYS</th>
<th>TECHLIB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>48</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

**Software**

- CDS: 48
- SANJ: 4
- ILMS: 11
- LIBSYS: 7
- TECHLIB: 1

Other Softwares Available

- Suchika
- Nimal
- MINISIS
- MITINET
- MS Office: dBASE, FoxPro
7.3.1 Computer Hardware

The information sought on Computer facilities available in LIS Departments is presented in Table 1.431. The information was sought on availability of Hardware of varying configuration; from PC/XT to Pentiums. Since many departments were able to acquire the facilities form the beginning of the introduction of microcomputers in Library Services, and as well as to assess the range of their available positions. It is very interesting to note that a large number of computers with configuration from PC/486 and above are available in many Departments. Accordingly it is found that 57 PC/486, 172 Pentium I, and 31 Pentium II are available collectively with all the Departments which have responded to the query. The figures in fact look to be very encouraging and seem to be very satisfactory, if one goes by the numbers and configurations. In reality the situation is like the one described below:

1. The LIS Departments which come under the Deemed University/Institutions of National Importance have very good facilities
2. Some University Departments received substantial financial assistance under SAP jointly offered to number of Departments to create central facilities and LIS Department being one of them (e.g. Mangalore University received Rs. 15 Lakhs under this scheme)
3. Few LIS Departments jointly share the facilities available at their Institution Computer Science Departments (e.g. Dr. Babasaheb Bhimrao Ambedkar Central University, and the Birla Institute of Technology at Mesra, Ranchi have made a reference about this)
4. Some Departments have an advantage of using their Library Computer Facilities acquired under INFLIBNET Programme

This deliberates to state that the LIS Departments in many Universities do not have adequate computer laboratory facilities even though the figures collected from the questionnaires show a very encouraging situation. But in reality it is not so.

7.3.2 Peripherals

The availability of peripherals like the Language interfaces, Multimedia kits, the printers and OCR scanners etc., was also survey from the Departments. The data is presented in Table 7.32.

7.3.3 Computer Software

An observation through the questionnaire is also made to find out computer software available in the Departments. In fact three groups of Softwares need to be possessed are Operating Systems, Utilities like Word Processors, and Spread Sheets and the Library Packages. The details of the data collected in this context is presented in Table 7.33.

7.4 Classification and Cataloguing Tools

The Classification and Cataloguing subjects have been the basics and fundamental tools of Library science and have been part of its curricula from the very beginning. The techniques have been adopted for the organisation of collection. Even after more than 100 years of their
existence the tools have proved their worth and become indispensable tools of Libraries despite the change in the form and media of documents - from manuscripts to electronic media.

The classification and cataloguing practices are supported by respective tools used in the practical sessions in the class rooms as well as at the time of examination. This should ensure the availability of these tools on one to one basis that is one student with one set of tools. On considering these facts the questions were included to seek the information from the Departments of LIS on the availability of Classification Schemes and Cataloguing Codes, Subject Headings Lists and other tools of similar nature. The responses are given under the Table 7.41 & 7.42. Since the classification and cataloguing have been the traditional subjects and continued to be part of the curriculum from the very beginning of the LIS courses, most of the Departments seems to be in possession of adequate number of copies of these tools. However there are exceptions where some departments have not acquired the latest editions and/or version of the schemes of classification, mainly due to the cost factor involved.

<table>
<thead>
<tr>
<th>Table 7.41 : Classification Schemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC6</td>
</tr>
<tr>
<td>65</td>
</tr>
</tbody>
</table>

Note:
Most of the Departments use UDC Abridged Edition and Some Departments also use UDC - IME English Edition.
Number of copies of each schedules
CC Normally 20 to 40 Copies and DDC 20 Copies
Table 7.42: Cataloguing Codes, Subject Headings Lists and Thesaurus Used

<table>
<thead>
<tr>
<th></th>
<th>AACRI</th>
<th>AACRIII</th>
<th>CCC</th>
<th>SLSH</th>
<th>LCSH</th>
<th>THESES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>27</td>
<td>70</td>
<td>62</td>
<td>65</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Lists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Catalogue Codes:
AACRI I - Number of Departments using this version is small
AACRI II - 2nd Revised Edition
SLSH - Sears' List of Subject Headings for 9th to 15th Editions
LCISH - Library of Congress Subject Headings only few Departments
THES - Thesaurus

7.5 Teaching Staff

The Library Staff carried the teaching work in the early years of introduction of LIS Courses as the courses were attached to the University Libraries. Observing the limitations of this practice that both Library and Teaching work required independent attention a suggestion to segregate the Department from the Library and to give the former an independent status and identity to make the teaching effective. Beginning with 1970's the suggestion was implemented and many departments were separated from the Library also held independent teaching positions as whole time work. Because of this situation it may be noted that many Departments in the country are still lacking the adequacy of teaching staff at different levels. This position is evident from the tabulated data given under Table 7.5. However the table does not express the fact, to what extent the teaching load is shared under adhoc arrangements such as visiting faculty. Part-time teachers, Guest faculty, research staff and so on. This factor has been closely observed at the time of analysis of the questionnaires as many University departments are practicing this ad hoc arrangement even today. The strength of the teaching faculty under the matrix of position on one side, sanctioned posts, appointments and vacancies on the other side are shown in the Table 7.5.
Table 7.5: Teaching Faculty In Departments

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Existing</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof</td>
<td>45</td>
<td>.34</td>
<td>24</td>
</tr>
<tr>
<td>Reader</td>
<td>87</td>
<td>73</td>
<td>29</td>
</tr>
<tr>
<td>Lecture</td>
<td>159</td>
<td>109</td>
<td>44</td>
</tr>
<tr>
<td>Others</td>
<td>61</td>
<td>66</td>
<td>6</td>
</tr>
</tbody>
</table>

![Faculty Positions]

Note:
1. The strength between sanctioned, exiting and vacant varies because the number of positions in Professors Cadre and Readers are not Sanctioned Posts but they are either merit promotee or Career Advancement Posts.
2. The others include research scholars, Part-Time Teachers, Guest Faculty and in some extent even the Library Staff are included.
3. In case of distance education courses where there is practice of contact programme, the regular teachers and academic counsellors are engaged.

The positions evidently are the grades of Professors, Readers and Lecturers and because of Career Development and Merit Promotion schemes, many Departments boast of having Senior positions as Professors and Readers. However these are not under the Profile of sanctioned posts. So evidently this needs to be improved as more number of Senior positions be sanctioned.
CONCLUSION

The details presented in this Status Report are culled out from the responses received from the various departments through the questionnaires sent to them in this regard. It shows a true and unbiased picture of status of LIS education in India.

It is observed, despite repeated requests and reminders few of the Departments have not responded.

A directory of University Departments offering LIS courses from Certificate to Ph.D. is also appended to this Status Report (Appendix I).

There are courses at all levels, exclusive of M.Phil. and Ph.D. not offered by University departments, but by Government agencies, Library Associations and others such voluntary agencies. The list of such institutions offering courses are shown separately under the name of each state in the country.(Appendix II)

Further a list of Universities offering Distance Education courses in LIS is also added. (Appendix III).

In conclusion it can be expressed with serious concern that there is a undesirable growth of LIS courses at all levels in the country, in contrast to the state of the happenings in other countries like U.S.A., U.K. Australia and so on, where the LIS schools are either abandoned or merged with the departments offering high profile courses, to enhance their marketable potentiality. It is a reverse process in the Universities and other bodies in the country. There is need for rejuvenating the LIS Courses in India in the light of the happenings in the International arena. The Subject Panel of UGC and the Curriculum Development Committee in LIS has taken this fact in cognizance in restructuring the curriculum and it is obligatory on the part of the departments to consider its adoption in the right earnest.
APPENDIX
LIST OF LIBRARY SCIENCE DEPARTMENTS/COLLEGES

ARRANGED ZONE-WISE

North Zone

001 JAMIA MILLIA ISLAMIA
Department of Library and Information Science (Start:1985)
Jamia Nagar, NEW DELHI-110 025.
STATE: DELHI
TF: 6912360
FACULTY: Education
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 1::SF:B.L.I.Sc
DESCRIPTION: The students are required to undergo one month's Internship in a Library in Delhi.

002 COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH
Indian National Scientific Documentation Centre
Education Division (Start:1964)
14, Satsang Vihar Marg, NEW DELHI-110 067.
STATE: DELHI
TF:686 3 518, 686 3 521
FAX:011-686 2 228
E-mail:eld@sinet.ernet.in
FACULTY: Education, Training and Translation Group (ETTG)
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1::REGULAR:AIS

003 INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Faculty of Library and Information Science (Start:1986)
Maidan Garhi, NEW DELHI-110 068.
STATE: DELHI
TF:685 5140 FAX:011-686 2 312
E-mail:IGNOUSOH@del2.vsnl.net.in
FACULTY: School of Social Sciences
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 2:: DE/OPU:M.L.I.Sc, B.L.I.Sc
DESCRIPTION: Emphasis on Practicals (36 hours of compulsory computer practicals)

004 KURUKSHETRA UNIVERSITY
Department of Library and Information Science(Start:1969)
KURUKSHETRA-136 119.
STATE: HARYANA
TF:204 10, 206 29, xtn: 563 FAX:01744- 203 77
FACULTY: Arts and Languages
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 6: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DE/OPU M.L.I.Sc, B.L.I.Sc, Dip.Lib.Sc
DESCRIPTION: The University is offering both Regular and Distance Education programmes. The scheme of examination and the syllabus for MLISc are same for the two streams, but different for BLISc.

005 GURU NANAK DEV UNIVERSITY
Department of Library and Information Science (Start: 1970)
AMRITSAR-143 005.
STATE: PUNJAB
TF: 258 802/09, xtn: 3294 FAX: 0183-228 819
E-mail: csi@gnud.ernet.in
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

006 PUNJABI UNIVERSITY
Department of Library and Information Science (Start: 1969)
Arts Block, PATIALA-147 002.
STATE: PUNJAB
TF: 242 461/65, xtn: 6106 FAX: 0175-282 881
E-mail: jagtar@pbru.ernet.in
FACULTY: Arts and Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 4: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DE/OPU Dip.Lib.Sc

007 PUNJAB UNIVERSITY
Department of Library and Information Science (Start: 1960)
Arts Block No.IV, CHANDIGARH-160 014.
STATE: PUNJAB
TF: 541 866
FACULTY: Arts
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The Department conducted P.G. Diploma in Library Science between 1960-67 before re-designating it as B.Lib.Sc/B.L.I.Sc.

008 UNIVERSITY OF JAMMU
Department of Library and Information Science (Start: 1971)
JAMMU-180 001.
STATE: JAMMU and KASHMIR
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The Department was conducting Certificate Course during 1971-85. Rotation among Professors only.
009 UNIVERSITY OF KASHMIR
Department of Library and Information Science (Start: 1971)
Hazratbal, SRINagar-190 006.
STATE: JAMMU and KASHMIR
TF: 0194-420 405, 420 078, xtn: 254 FAX:0194-421 357
FACULTY: Arts
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES:4::REGULAR:Ph.D, M.L.I.Sc, B.L.I.Sc
DE/OPU® Cert.Lib.Sc
DESCRIPTION: The rotation only among Professors, if no Professors among Readers but no Headship for Lecturers.

010 ALIGARH MUSLIM UNIVERSITY
Department of Library and Information Science (Start:1958)
ALIGARH-202 002.
STATE: UTTAR PRADESH
TF:0571-400 039 FAX:0571-400 528
E-mail:lst01@mu.nic.in
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES:4::REGULAR:Ph.D, M.L.I.Sc, B.L.I.Sc
OTHER: B.A. (Lib.Sc Optional)
DESCRIPTION: The University was conducting Cert.Lib.Sc between 1947 and 1969.

011 BANARAS HINDU UNIVERSITY
Department of Library and Information Science (Start: 1943)
VARANASI-221 005.
STATE:UTTAR PRADESH
TF: 307 140
FACULTY: Arts
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES:3::REGULAR:Ph.D, M.L.I.Sc, B.L.I.Sc

012 SAMPURNANAD SANSKRT UNIVERSITY
Department of Library and Information Science(Start:1967)
Jagataganj, VARANASI-221 002.
STATE:UTTAR PRADESH
TF:343 911, 344 089
FACULTY: Adhunik Gyan Vigyan
STATUS: Independent
ROTATION: Yes
PERIOD:NA
COURSES:1::REGULAR:B.L.I.Sc

013 UNIVERSITY OF LUCKNOW
Department of Library and Information Science (Start:1971)
Badshah Bagh, LUCKNOW-226 007.
STATE:UTTAR PRADESH
TF:323 079
E-mail:lut1@lw1.vsnl.net.in
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 4::REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
SF: B.L.I.Sc

014 BABA SAEHEB BHIMRAO AMBEDKAR CENTRAL UNIVERSITY
Department of Information Science (Start:1997)
Vidya Vihar, Raebareli Road, LUCKNOW-226 024.
STATE: UTTAR PRADESH
TF: 0522-440 820/28 FAX:0522-440 821
FACULTY: Science
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1::REGULAR: M.Sc (Information Science) (2 Years)
DESCRIPTION: The Department comes under the School of Information Science and Technology.

015 DR.BHIM RAO AMBEDKAR UNIVERSITY (FORMERLY: AGRA UNIVERSITY)
Department of Library and Information Science (Start:1984)
Paliwal Park, AGRA-282 004.
STATE: UTTAR PRADESH
TF: 353 160
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3::REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

016 BUNDELKHAND UNIVERSITY
Department of Library and Information Science (Start:1986)
JHANSI-284 128.
STATE: UTTAR PRADESH
TF:0517-440 321,441 578 FAX:0517-440 321
E-mail: bujhansi@up.nic.in
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3::REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: Audio-visual aids are used in teaching.

017 UNIVERSITY OF RAJASTHAN
Department of Library and Information Science(Start:1960)
JAIPUR-302 004.
STATE:RAJASTHAN
FACULTY: Education
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 3::REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: Two colleges International College of Girls, Jaipur and Ary Vidyapeeth, Bhusawar are also running B.L.I.Sc Course of the University.

018 M.D.S. UNIVERSITY
Government Girl's College
ALWAR-301 001.
STATE:RAJASTHAN
COURSES: 1::REGULAR: C.L.I.S
DESCRIPTION: There two more colleges under this University viz. Basic TT College and Dhachimati TT College which are also conducting the CLIS programme.

019 MOHANLAL SUKHADIA UNIVERSITY
College of Social Sciences and Humanities,
Department of Library and Information Science (Start: 1975)
UDAIPUR-313 001.
STATE: RAJASTHAN
TF: 414 143, xtn: 260
E-mail: CSSH@msu.ernet.in
FACULTY: Social Science
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 2: SF:M.LI.Sc, B.LI.Sc

020 JAI NARAYAN VYAS UNIVERSITY
Omkar Mal Somani College of Commerce (Start: 1995)
JODHPUR-342 001.
STATE: RAJASTHAN
TF: 399 19
FACULTY: Social Science
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 2: REGULAR: B.LI.Sc, Cert Lib.Sc
DESCRIPTION: The Certificate course earlier was through Correspondence, and now it is on regular basis.

021 KOTA OPEN UNIVERSITY
Department of Library and Information Science (Start: 1988)
Faculty Wing, KOTA-324 010.
STATE: RAJASTHAN
TF: 420 106

West Zone

022 SAURASHTRA UNIVERSITY
Department of Library and Information Science (Start: 1976)
University Road, RAJKOT-360 001.
STATE: GUJARAT
TF: 0281-785 01/012, xtn: 430 FAX: 0281-776 33
E-mail: Ele.uni@LwRaj.LWbbs.net
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 2: DE/OPU: M.LI.Sc, B.LI.Sc
DESCRIPTION: The Courses were earlier on Self finance basis and now are UGC supported.

023 BHAVNAGAR UNIVERSITY
Library and Information Science, P.G. Centre (Start: 1982)
Gijubhai Badheka Marg, BHAVNAGAR-364 002.
STATE: GUJARAT
TF: 562 928
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3: REGULAR: Ph.D
SF M.L.I.Sc, B.L.I.Sc

024 GUJARAT UNIVERSITY
Department of Library and Information Science (Start: 1965)
Navarangpura, AHMEDABAD-380 009.
STATE: GUJARAT
TF: 644 1 168
FACULTY: Arts
COURSES: 2: REGULAR: M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The Head of the Department is designated as Coordinator.

025 MAHADEV DESAI SAMAJSEVA MAHAVIDYALAYA
Department of Library and Information Science (Start: 1986)
Gandhi Bhavan, Ashram Road, AMADAVAD-380 014.
STATE: GUJARAT
TF: 754 1 148 FAX: 079-754 1 148
E-mail: gul.adinet
FACULTY: Social Science
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The University was also running a Certificate course which was discontinued in 1992.

026 NORTH GUJARAT UNIVERSITY
Department of Library and Information Science (Start: 1992)
PATAN-384 265.
STATE: GUJARAT
TF: 02766-227 44 FAX: 02766-304 27
FACULTY: Arts
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 3: SF: M.L.I.Sc, B.L.I.Sc
OTHER: M.L.I.Sc (Part-time, 2 Years)
DESCRIPTION: M.L.I.Sc Part-time course also follows the Syllabus of regular courses it is also a self-
finance course.

027 SARDAR PATEL UNIVERSITY
Department of Library and Information Science (Start: 1982)
4th Floor, Bhalkaka Library, VALLABH VIDYANAGAR-388 120.
STATE: GUJARAT
TF: 454 16, xtn: 300
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3: REGULAR: Ph.D, M.Phil, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The M.Phil course was discontinued due to lack of Staff.

028 THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
Department of Library and Information Science (Start: 1956)
STATE: GUJARAT
TF: 795 338
FACULTY: Arts
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The University was running P.G. Dip. Library Science and B.Lib. as in other universities. Both the courses are re-designated as B.L.I.Sc.

029 SOUTH GUJARAT UNIVERSITY
Department of Library and Information Science (Start: 1985)
Udhna-Magdalla Road, SURAT-395 007.
STATE: GUJARAT
TF: 0261-227 141/149 FAX:0261-227 312
FACULTY: Arts
STATUS: With Library
ROTATION: Yes
PERIOD: 2 Years
COURSES: 2: SF: M.L.I.Sc, B.L.I.Sc

030 UNIVERSITY OF MUMBAI
Department of Library and Information Science (Start: 1943)
Kalina Campus, Vidyanagarari Road, MUMBAI-400 098.
STATE: MAHARASHTRA
TF: 022-618 3 201
E-mail:mujnlib@glasbmn01.vsnl.net.in
FACULTY: Arts
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

031 S.N.D.T. WOMEN'S UNIVERSITY
S.H.P.T. School of Library Science (Start: 1961)
1, Nathibai Thackersey Road, MUMBAI-400 020.
STATE: MAHARASHTRA
TF: 022-203 1 879, 208 5 439, xtn:974 FAX:022-208 0 404
E-mail:sndtlib@bom3.vsnl.net.in
FACULTY: Library and Information Science
STATUS: Independent
ROTATION: Common Head
PERIOD: NA
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

032 UNIVERSITY OF PUNE
Department of Library and Information Science (Start: 1958)
C/o Jayakar Library, PUNE-411 007.
STATE: MAHARASHTRA
TF: 021-353 648 FAX:021-353 648
E-mail:konnrn@lib.unipune.ernet.in
FACULTY: Mental, Moral and Social Sciences
STATUS: With Library
ROTATION: No
PERIOD: NA
OTHER M.L.I.Sc (Vacation), B.L.I.Sc (College)
DESCRIPTION: Six Affiliated Colleges under the University are conducting BLIS courses and a
Vacation course of two years for MLIS is also run by the University.

033 SHIVAJI UNIVERSITY
Department of Library and Information Science (Start: 1965)
Vidyanager, KOLHAPUR-416 004.
STATE: MAHARASHTRA
TF: 655 571, xttn: 5207
FACULTY: Social Science
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 3; REGULAR: M.L.I.Sc, B.L.I.Sc
SF M.L.I.Sc

034 YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY
Department of Humanities and Social Sciences (Start: 1996)
Dhyangangotri, NASHIK-422 005.
STATE: MAHARASHTRA
TF: 351 714 FAX: 0253-351 716
E-mail: opnuniv@bom6.vsnl.net.in
FACULTY: Humanities and Social Sciences
STATUS: NA
ROTATION: No
PERIOD: NA
COURSE 1: DE/OPU: B.L.I.Sc

035 DR. BABA SÁHEB AMBEDKAR MARATHWADA UNIVERSITY
Department of Library and Information Science (Start: 1968)
AURANGABAD-431 004.
STATE: MAHARASHTRA
TF: 0240-334 431/437 FAX: 0240-334 291
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 3; REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

036 SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY
(Start: 1994)
Dhyanteerth, Vishnupuri, NANDH-431 608.
STATE: MAHARASHTRA
TF: 02462-262 203/204 FAX: 02462-261 19
FACULTY: Social Sciences
COURSES: 2; OTHER: B.L.I.Sc, B.A (Optional)
DESCRIPTION: The BLISc Course is run by two independent Colleges only and the University offers Library Science One of the three optional papers at B.A. Level.

037 NAGPUR UNIVERSITY
Department of Library and Information Science (Start: 1956)
North Ambazari Road, NAGPUR-440 010.
STATE: MAHARASHTRA
TF: 0712-525 939 FAX: 0712-520 420
E-mail: psgkumar@bom4.vsnl.net.in
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: Not specified
COURSES: 4; REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc, Cert.Lib.Sc
DESCRIPTION: The B.Lib.Sc was during 1956-66 was designated as Diploma Course. The Certificate course is now run by some affiliated Colleges.
Central Zone

038 VIKRAM UNIVERSITY
School of Studies in Library & Information Sc. (Start: 1957)
UJJAIN-456 010.
STATE: MADHYA PRADESH
TF: 511 624
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The course of B.L.I.Sc was Dip. Lib. Sc till 1967.

039 MAHKANLAL CHATURVEDI NATIONAL UNIVERSITY OF JOURNALISM
Department of Library and Information Science (Start: 1992)
P.B. 560, BHOPAL-462 016.
STATE: MADHYA PRADESH
FACULTY: Library and Information Science
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc (Int), B.L.I.Sc (Int)
DESCRIPTION: The University is running MLIS and BLIS as integrated courses of two and three years duration.

040 JIWAJI UNIVERSITY
School of Studies in Library & Information Sc. (Start: 1984)
Vidyavihar, GWALIOR-474 011.
STATE: MADHYA PRADESH
TF: 0751-230 488 FAX: 0751-341 450
E-mail: cljug@gwr1.vsnl.net.in
FACULTY: Arts
STATUS: Independent
PERIOD: 2/3 Years
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: Tenure for Head not specific, for Chairman 3 years.

041 RANI DURGAVATI VISWA VIDYALAYA
Department of Library and Information Science (Start: 1998)
P.O.Box 72, Pachpedi, JABALPUR-482 001.
STATE: MADHYA PRADESH
TF: 326 542
E-mail: rdulib@bom4.vsnl.net.in
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 1: SF: M.L.I.Sc

042 MAHATMA GANDHI GRAMODAY VISHWAVIDYALAY
Department of Library and Information Science (Start: 1993)
P.O. Nayagaon, Dist. Satna, Chitrakoot DHAM-485 331.
STATE: MADHYA PRADESH
TF: 07670-653 77 FAX: 07670-654 13
FACULTY: Education
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

043
AWADESH PRATAP SINGH UNIVERSITY
Department of Library and Information Science (Start: 1994)
REWA-486 003.
STATE: MADHYA PRADESH
TF: 503 35
FACULTY: Arts
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES: 1: DE/OPU: B.L.I.Sc

044
PT. RAVISHANKAR SHUKLA UNIVERSITY
School of studies in Library & Information Sc.(Start: 1971)
RAIPUR-492 010.
STATE: MADHYA PRADESH
TF: 534 356
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 4: REGULAR: Ph.D, M.Phil, M.L.I.Sc, B.L.I.Sc
DESCRIPTION: The M. Phil Course is now suspended.

045
GURU GHASIDAS UNIVERSITY
Department of Library and Information Science (Start: 1985)
BILASPUR-495 009.
STATE: MADHYA PRADESH
TF: 07752-725 41 FAX: 07752-727 85
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 5: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc
SF: M.L.I.Sc, B.L.I.Sc

South Zone

046
OSMANIA UNIVERSITY
Department of Library and Information Science (Start: 1959)
HYDERABAD-500 007.
STATE: ANDHRA PRADESH
TF: 701 8 951, xtn: 290
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
SF: M.L.I.Sc (Summer Programme)
DESCRIPTION: The MLIS Summer programme is of two years duration.

047
DR. B.R. AMBEDKAR OPEN UNIVERSITY
Department of Library and Information Science (Start: 1985)
Jubilee Hills, Dr. G. Ram Reddy Marg, HYDERABAD-500 033.
STATE: ANDHRA PRADESH
TF: 244 771
E-mail: braouap@hd1.vsnl.net.in
048 KAKTIYA UNIVERSITY
School of Distance Learning & Continuing Edn. (Start: 1989)
WARANGAL-506 009.
STATE: ANDHRA PRADESH
TF: 08712-792 15 FAX:08712-792 15
E-mail:kaktly@nic.ap.in
FACULTY: Social Sciences
STATUS: With Distance
COURSES: 2: DE/OPU: B.L.I.Sc, Cert.Lib.Sc
DESCRIPTION: The Course is clubbed with Distance education centre.

049 SRI KRISHNADEVRAYA UNIVERSITY
Department of Library and Information Science(Start:1984)
Sri Venkateshwarapur, ANANTPUR-515 003.
STATE: ANDHRA PRADESH
TF:08554-553 72 FAX:08554-552 44
E-mail: skul@hyd.ap.nic.in
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 2/3 Years
COURSES: 4: REGULAR:Ph.D, M.Phil, M.L.I.Sc (Int)
OTHER M.L.I.Sc (Summer Programme)
DESCRIPTION: The BLIS and MLIS are replaced with 2 Years integrated programme from 1998, the Certificate course in 1992.

050 SRI VENKATESWARA UNIVERSITY
Department of Library and Information Science (Start: 1974)
TIRUPATI-517 502
STATE: ANDHRA PRADESH
TF: 506 66, xtn: 314
E-mail: vc@SVUNIV.ernet.in
FACULTY: School of Social and Behavioural Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 5: REGULAR:Ph.D, M.Phil, M.L.I.Sc(Int)
DE/OPU B.L.I.Sc, Cert.Lib.Sc
DESCRIPTION: M.Phil programme is run in TWO modes, full time (one year) and part time(2 Years).
The regular BLIS and MLIS programmes are now replaced with 2 Years MLIS programme.

051 NAGARJUN UNIVERSITY
Department of Library and Information Science (Start:1993)
NAGARJUN NAGAR, GUNTUR-522 510.
STATE: ANDHRA PRADESH
TF: 293 189
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: Varies
052 ANDHRA UNIVERSITY
Department of Library and Information Science (Start: 1935)
VISHAKHAPATNAM-530 003.
STATE: ANDHRA PRADESH
TF: 554 871 FAX: 0891-555 547
E-mail: aulibra@md2.vsnf.net.in
FACULTY: Arts and Commerce
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 3: REGULAR: Ph.D., M.Phil, M.L.I.Sc (Int)
DESCRIPTION: The BLIS and MLIS programmes are now discontinued and replaced with a two years integrated programme.

053 BANGALORE UNIVERSITY
Department of Library and Information Science (Start: 1973)
Jnanabharthi, BANGALORE -560 056.
STATE: KARNATAKA
TF: 080-321 4 001, xtn: 279
E-mail: libn@banguni.kar.nic.in
FACULTY: Science
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 2: REGULAR: Ph.D., M.L.I.Sc (Int)
DESCRIPTION: Till 1997-98 Department was conducting two terminal courses, BLIS and MLIS of one year duration each. One college under the University was also conducting a BLIS programme.

054 INDIAN STATISTICAL INSTITUTE
Documentation Research and Training Centre (Start: 1962)
8th Mile Mysore Road, BANGALORE-560 059.
STATE: KARNATAKA
TF: 080-848 3 002/003,004
E-mail: DRTC@isibang.ac.in
FACULTY: Library and Information Science Division
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1: REGULAR: ADISc (2 Years)

055 UNIVERSITY OF MYSORE
Department of Library and Information Science (Start: 1965)
Manasagangotri, MYSORE-570 006.
STATE: KARNATAKA
TF: 0821-515 821, 515 525, xtn:43
E-mail: root
FACULTY: Science
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 4: REGULAR: Ph.D., M.Phil, M.L.I.Sc(Int)
OTHER: Post M.L.I.Sc Dip in Library Automation
DESCRIPTION: The Department in collaboration with Computer Science and APTECH is intending to start a Certificate, Diploma and Advanced Diploma in Information Technology.
056  MANGALORE UNIVERSITY
Department of Library and Information Science (Start: 1982)
MANGALAGANGOTRI- 574199.
STATE: KARNATAKA
TF: 742 316 FAX: -742 367
E-mail: root@mgnlrernet.in
FACULTY: Science and Technology
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 2::REGULAR:Ph.D, M.L.I.Sc (Int)
DESCRIPTION: The two terminal courses BLIS and MLIS of one year duration each were discontinued
after the introduction of 2 Years MLIS (Int) Course.

058  KUVEMPU UNIVERSITY
Department of Library and Information Science(Start:1993)
STATE: KARNATAKA
FACULTY: Science
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES:2::REGULAR:M.Sc(Int)
OTHER B.A.(Lib.Sc Optional)
DESCRIPTION: The only University in the state which started the M.Sc(Int) programme directly without
going for BLIS or MLIS courses.
Sahyadri College, Shimoga offers Library Science as optionals.

059  KARNATAK UNIVERSITY
Department of Library and Information Science(Start:1962)
Pavate Nagar, DHARWAD-580 003.
STATE:KARNATAKA
TF:0836-747 121, xtn: 260
E-mail:Karumi@bom2.vsnl.net.in
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES:2::REGULAR:Ph.D, M.L.I.Sc(Int)

060  GULBARGA UNIVERSITY
Department of Library and Information Science (Start:1979)
Jnana Ganga, GULBARGA -585 106.
STATE:KARNATAKA
TF: 257 32
E-mail: root@guluni.kar.nic.in
FACULTY: Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES:3::REGULAR:Ph.D, M.Phil, M.L.I.Sc(Int)
DESCRIPTION: The University was offering BLIS and MLIS programmes till 1997.

061  UNIVERSITY OF MADRAS
Department of Library and Information Science(Start:1960)
Chepauk, CHENNAI-600 005.
STATE: TAMIL NADU
TF: 568 778, xtn: 278
E-mail: keesar@unimad.ernet.in
FACULTY: Science
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES:2::REGULAR:Ph.D, M.Sc(Int)
DESCRIPTION: The University starting with BLIS and MLIS programme moved to integrated MLIS in 1988, then to MSc in 1993.

062 GANDHIGRAM RURAL INSTITUTE
Dept. Archives, Documentation & Management,
Library & Information Science(Start:1990)
GANDHIGRAM-624 302.
STATE:TAMIL NADU
TF:0451-523 71 FAX:0451-523 23
FACULTY: Social Sciences
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES:2:: REGULAR:B.L.I.Sc
OTHER PGDADM
DESCRIPTION: PGDADM: PG Diploma in Archives, Documentation and Management. The university plans to start BLIS by distance education.

063 MADURAI KAMARAJ UNIVERSITY
Department of Library and Information Science(Start:1975)
MADURAI-625 021.
STATE: TAMIL NADU
TF: 88 4 63
FACULTY: Sciences
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES:8:: REGULAR: M.Phil, M.L.I.Sc, B.L.I.Sc, Cert.Lib.Sc
DE/OPU M.L.I.Sc, B.L.I.Sc, Cert.Lib.Sc
SF M.Phil
DESCRIPTION: The Certificate course is run by the University Library.

064 ALAGAPPA UNIVERSITY
Central Library (Start:1995)
KARAUKUDI-630 003.
STATE: TAMIL NADU
TF: 04565-35 2 05 FAX:04565-35 2 02
E-mail: alagappa@cs.cecri.ren.nic.in
FACULTY: Arts and Humanities
STATUS: With Library
ROTATION: No
PERIOD: NA
COURSES:1:: DE/OPU: B.L.I.Sc

065 UNIVERSITY OF CALICUT
Department of Library and Information Science (Start:1978)
Calicut University P.O., MALLAPURAM-673 635.
STATE: KERALA
TF:800 363 FAX:0493-800 288
E-mail: sde
FACULTY: Humanities
STATUS: Independent
ROTATION: NA
PERIOD: NA
COURSES: 5: REGULAR: M.L.I.Sc, B.L.I.Sc
DE/OPU: B.L.I.Sc (2 Years)
SF: M.L.I.Sc, B.L.I.Sc (Evening)
DESCRIPTION: One BLIS programme conducted under School of distance education. University also conducts evening programmes.

066 UNIVERSITY OF KERALA
Department of Library and Information Science (Start: 1961)
THIRUVANANTHAPURAM-695 034.
STATE: KERALA
TF: 478 034
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 6: REGULAR: Ph.D, M.Phil, M.L.I.Sc, B.L.I.Sc
SF: M.L.I.Sc (Evening, 2 Semesters), P.G.D.I.T
DESCRIPTION: The University conducts a PG Diploma Course in Information Technology, and an evening programme in MLIS.

East Zone

067 UNIVERSITY OF CALCUTTA
Department of Library and Information Science (Start: 1945)
87/1, College Street, CALCUTTA-700 073.
STATE: WEST BENGAL
TF: 241 4 984 FAX: 033-241 3 222
FACULTY: Education, Journalism and Library Science
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 3: REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

068 JADHAVPUR UNIVERSITY
Department of Library and Information Science (Start: 1964)
CALCUTTA-700 032.
STATE: WEST BENGAL
TF: 033-473 4 044 FAX: 033-473 5 508
E-mail: jlucl@giacol01.vsnl.net.in
FACULTY: Arts
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 3: REGULAR: M.L.I.Sc, B.L.I.Sc
OTHER: B.L.I.Sc (Evening) (1 1/2 Years)

069 RABINDRA BHARATI UNIVERSITY
Department of Library and Information Science (Start: 1985)
E.B. Campus, 56A, B.T. Road, CALCUTTA-700 050.
STATE: WEST BENGAL
TF: 033-557 1 028, xtn: 304 FAX: 033-556 8 079
FACULTY: Arts
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 3:

REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

DESCRIPTION: Emphasis on hands-on experience on Computers. Monthly 12 Hours.

070 UNIVERSITY OF BURDWAN

Department of Library and Information Science (Start: 1965)
Golapbag, PO. RAJBARI-713 104.

STATE: WEST BENGAL

TF: 0342-62 2 26, xtn: 414 FAX: 0342-64 4 52
E-mail: bdnuvlib@giacsl01.vsln.net.in

FACULTY: Arts, Commerce, Law, Fine Arts and Music

STATUS: Independent

ROTATION: Yes

PERIOD: 2 Years

COURSES: 3:

REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

DESCRIPTION: P.G. Diploma course started in 1965, was replace with B.Lib.Sc.

071 VIDYASAGAR UNIVERSITY

Department of Library and Information Science (Start: 1985)
MIDNAPORE-721 102.

STATE: WEST BENGAL

TF: 03222-62 2 97 FAX: 03222-62 3 29/64 3 38

FACULTY: Arts

STATUS: Independent

ROTATION: Yes

PERIOD: 2 Years

COURSES: 3:

REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

072 UNIVERSITY OF KALYANI

Department of Library and Information Science (Start: 1992)
KALYANI - 741 235.

STATE: WEST BENGAL

E-mail: klyuniv@giacsl01.vsln.net.in

FACULTY: Arts and Commerce

STATUS: Independent

ROTATION: Yes

PERIOD: 2 Years

COURSES: 3:

REGULAR: Ph.D, M.L.I.Sc, B.L.I.Sc

073 UTKAL UNIVERSITY

Department of Library and Information Science (Start: 1981)
Vani Vihar, BHUBANESWAR-751 004.

STATE: ORISSA

FACULTY: Arts

STATUS: Independent

ROTATION: Yes

PERIOD: 2 Years

COURSES: 2:

REGULAR: Ph.D, M.L.I.Sc(Inf)

DESCRIPTION: BLIS and MLIS programmes discontinued, now MLIS(Inf) has been started. BLIS is run by an affiliated college.

074 SAMBALPUR UNIVERSITY

Department of Library and Information Science (Start: 1976)
Jyothi Vihar, SAMBALPUR-768 019.

STATE: ORISSA

TF: 430 545, xtn: 11

FACULTY: Social Sciences

STATUS: Independent

ROTATION: Yes
PERIOD: 2 Years
COURSES: 3::REGULAR: M.Phil, M.L.I.Sc, B.L.I.Sc
075 GAUHATI UNIVERSITY
Department of Library and Information Science (Start: 1966)
Gopinath Bardoloi Nagar, GUWAHATI-781 014.
STATE: ASSAM
TF: 0361-571 954 FAX: 0361-570 133
E-mail: at@gulib.iltg.ernet.in
FACULTY: Arts
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 2::REGULAR: M.L.I.Sc, B.L.I.Sc
076 NORTH EASTERN HILL UNIVERSITY
Department of Library and Information Science (Start: 1985)
Mayurbari Complex, Nongthymmai, SHILLONG-793 014.
STATE: MEGHALAYA
TF: 0364-231 617 FAX: 0364-232 547
E-mail: nehulib@meghalay.ren.nic.in
FACULTY: School of Economics, Management, Information Science
STATUS: Independent
ROTATION: Yes
PERIOD: 3 Years
COURSES: 2::REGULAR: Ph.D, M.L.I.Sc(Int)
077 MANIPUR UNIVERSITY
Department of Library and Information Science (Start: 1986)
Canchipur, IMPHAL-795 003.
STATE: MANIPUR
TF: 03885-220 787, xtn:273 FAX: 03885-228 280
E-mail: libnmu@cal.vsnl.net.in
FACULTY: School of Social Sciences
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 2::REGULAR: Ph.D, B.L.I.Sc
078 PATNA UNIVERSITY
Institute of Library and Information Science (Start: 1980)
PATNA-800 005.
STATE: BIHAR
TF: 672 381, 228 634 FAX: 0612-665 770
E-mail: pulib@bih.nic.in
FACULTY: Social Sciences
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 3::REGULAR: B.L.I.Sc
DE/OPU B.L.I.Sc
SF B.L.I.Sc
DESCRIPTION: MLISc Programme part of IGNOU Study centre since 1996.
079 BIRLA INSTITUTE OF TECHNOLOGY
Department of Information Science (Start: 1993)
Mesra, RANCHI-835 215.
STATE: BIHAR
TF: 535 444 FAX: 0651-535 401
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 1.: REGULAR: M.L.I.Sc (2 Years, 4 Semesters)

Other Courses (Responded to the Questionnaire)

080 OSMANIA UNIVERSITY
Central Institute of Library Science (Start: 1970)
P.B.No.177, GPO, HYDERABAD-500 001.
STATE: ANDHRA PRADESH
TF: 461 0 371, 353 5 335
COURSES: 3.: REGULAR: B.L.I.Sc, Dip.Lib.Sc, Cert.Lib.Sc

081 SAHYADRI ARTS COLLEGE
Department of Library and Information Science (Start: 1993)
SHIMOGA-577 203.
STATE: KARNATAKA
TF: 241 80
FACULTY: Social Sciences
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1.: OTHER: B.A (Library Science as Optional)
DESCRIPTION: Already mentioned under Kuvempu University.

082 CENTRAL INSTITUTE OF LIBRARY SCIENCE
(Start: 1953)
3-4-1 PPS Complex, Kachiguda Station Road, HYDERABAD-500 027.
STATE: ANDHRA PRADESH
TF: 756 3 687
FACULTY: Library and Information Science
STATUS: Independent
ROTATION: Yes
PERIOD: 2 Years
COURSES: 2.: REGULAR: B.L.I.Sc, Cert.Lib.Sc
DESCRIPTION: The BLIS as per Osmania University regulations, CLIS as per Government rules.

083 GOVT. FIRST GRADE S.B.W. COLLEGE
Department of Library and Information Science (Start: 1973)
CUTTACK-753 003.
STATE: ORISSA
TF: 619 796
FACULTY: Arts
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 2.: REGULAR: M.L.I.Sc (Int), B.A (Hons/Pass)
DESCRIPTION: The MLIS course has no students since 1993. BA with Library Science is a three years course.

084 BISHOP HEBER COLLEGE
Department of Library and Information Science (Start: 1983)
THIRUCHIRPALLI-620 017.
STATE: TAMIL NADU
TF: 770 136
FACULTY: Humanities and Social Sciences
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1::REGULAR:M.L.I.Sc(Int)
DESCRIPTION: College was conducting a 3 Years B.Sc. in Library and Information Science till 1991.

085 GOVERNMENT POLYTECHNIC FOR WOMEN
Department of Library and Information Management (Start: 1987)
HASSAN-573 201.
STATE: KARNATAKA
TF: 62201, 68349
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1::REGULAR:Dip.Lib.Sc
DESCRIPTION: One of three Polytechnics in the state conducting this course.

086 GOVERNMENT POLYTECHNIC FOR WOMEN
Department of Library and Information Management (Start: 1975)
Bondel, MANGALORE-575 008.
STATE: KARNATAKA
TF: 481 407
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1::REGULAR:Dip.Lib.Sc
DESCRIPTION: Field work during 1st and 4th Semesters, 15 hours per week.

087 GOVERNMENT POLYTECHNIC FOR WOMEN
Department of Library and Information Management (Start: 1961)
K.R. Circle, BANGALORE-560 001.
STATE: KARNATAKA
STATUS: Independent
ROTATION: No
PERIOD: NA
COURSES: 1::REGULAR:Dip.Lib.Sc
DESCRIPTION: Field work of 15 hours per week. 5 hours/week on Computer lab.
Appendix-II

a) Names of the universities with Department of Library and Information Science which were not included in the database since no response was received from them:

1. Annamalai University, Annamalainagar
   BLISc, MLISc, Ph.D.(Reg); BLISc,MLISc (DE)
   Tamil Nadu
2. Barkatullah University
   DLISc, BLISc, MLISc (DE)
   Madhya Pradesh
3. Dr. Hari Singh Gour Vishwavidyalaya
   BLISc, MLISc and Ph.D.
   Madhya Pradesh
4. Mahatma Gandhi University, Kottayam
   BLISc
   Kerala
5. Lalith Narayan Mithila University,
   DLISc
   Bihar
6. Tilak Manji Bhagalpur University
   BLISc, MLISC
   Bihar
7. University of Delhi,
   BLISc, MLISc, MPhil, Ph.D.
   Delhi
8. H.N.Bahuguna Garhwal University,
   BLISc, MLISc, Ph.D.
   Uttar Pradesh (Now Uttarakhand)

b) The colleges in the States under various universities, and Library Association etc., which are running library science courses and for some of which more details are not received.

ANDHRA PRADESH

Andhra Pradesh Library Association, Vijayawada
1. School of Library Science, Vijayawada
   CLISc

Kakatiya University, Warangal
2. Maniar College of Library Science,
   BLISc

Osmania University, Hyderabad
3. Academy of Library Science and Documentation, Hyderabad
4. Institute of Library Science, Hyderabad
   CLISc and BLISc
5. Central Institute of Library Science, Hyderabad
   CLISc, DLISc, BLISc.

Sri Krishnadevaraya University, Ananthapur
6. The BLISc Course is offered by Two Colleges affiliated to the University

BIHAR
7. Coalfield Library Association, Dhanbad

CHANDIGARH
8. Government Polytechnic for Women, Chandigarh

DELHI

Women’s Polytechnic, Delhi
9. Department of Library Science
   DLISc

GUJARAT
10. Curator of Libraries, Gandhinagar
HARYANA
Mahant Phool Singh Kanya Mahavidyalaya, Khanpur Kalan
11. Department of Library Science
   DLISc
   Vaish Technical Institute, Rohtak
12. Department of Library Science
   DLISc

KARNATAKA
   DLISc, Two years, PUC
   DLISc, Two Years, PUC
15. Government Polytechnic for Women, Hassan
   DLISc, Two years, PUC.
16. Job Oriented Diploma in Library science
    Conducted in Jr. colleges in Karnataka Sponsored by the
    Department of Vocational Education.
    DLISc, Two Years, SSLC.
17. Department of Public Libraries, Government of Karnataka,
    CLISc

Kuvempu University, Shimoga
18. Sahyadri College, Shimoga, Karnataka
    Library science as an Optional Subject

KERALA
19. Trivandrum Public Library, Trivandrum
    CLISc

MADHYA PRADESH
Government TRS College, Rewa
20. Department of Library Science,
    BLISc, MLISc

Barkatullah Viswavidyalaya, Bhopal
21. AEC Training College and Centre, Pachmarhi
    CLISc, BLISc

Jiwaji University, Gwalior
22. Government Girls Degree College, Rewa
23. Government M.L.B. Arts and Commerce College, Lashkar-Gwalior
    BLISc, MLISc

Rani Durgavati Vishwavidyalaya, Jabalpur
24. Kamatha Prasad Guru Bhasha Bharathi
    BLISc

MAHARASHTRA
HPT Arts and RYK Science College, Nasik
25. Department of Library Science
    BLISc

Amaravathi University
26. Amaravathi Nagar Vachanalaya,
    CLISc
27. Vidya Bharthi Science College,
    BLISc
28. Nagpur University, Nagpur.
Affiliated Colleges run Certificate courses
29. Poona University, Pune
   Six Affiliated Colleges run BLISC courses.
30. Swami Ramathirth Marathawada University, Nanded.
   Two independent Colleges run BLISC and Library Science as an optional subject

Tilak Maharashtra Vidyapeeth, Pune
31. Nehru Institute of Social Sciences
    BLISc

Uttar Maharashtra Vidyapeeth, Jalagaon
32. Nutan Marathi Mahavidyalaya, Jalagaon
    BLISc

ORISSA
Behrampur University
33. SMIT, College of Library & Information Science,
    CLISc, BLISc, MLISc

Sambalpur University
34. Asian Workers Development Institute,
    BLISc

Utkal University, Cuttack
35. Government 1st grade SB Women's College, Cuttack
    MLISc and BA (Hons) and BA (Pass) in Library Science
36. Pandit Neelkhant College of Library and Information Science,
    BLISc, MLISc
37. SK DAV Polytechnic for Women, Rourkela
    DLISc

PUNJAB
38. Government Polytechnic for Women, Ambala City
39. Government Polytechnic for Women, Jullundhar

RAJASTHAN
University of Rajasthan
40. Arya Kanya Vidyapeeth, Bhusavar (Rajasthan)
    BLISc
41. Baba Manjippa College, Piliari (Rajasthan)
    DLISc, Six Months, Regular
42. Indira Pustankalaya Vijnana Mahavidyalaya, Kuchaman City (Raj)
    DLISc, Six Months, Regular
    CLISc
43. International College of Girls, Jaipur
    BLISc
44. LBS College, Tilaknagar, Jaipur
    DLISc, Six Months Regular
45. Mahatma Jyotiba Phule College, Jaipur
    DLISc, Six Months, Regular

Jai Narayan Vyas University, Jodhpur
46. Omkarmal Somani College, Jodhpur (Rajasthan)
    CLISc (DE & Reg), DLISc, BLISc (Reg)

Maharshi Dayanand Saraswathi Vishwavidyalaya, Ajmer
47. Basic TT College, Sadarshah
    CLISc
48. Dadhimati TT College, Sri Ganganagar
    CLISc
49. G.D. Government Girls College, Alwar (Rajasthan)
   CLlSc, DLlSc (Reg) (Six Months)

TAMIL NADU
Bharathidasan University, Coimbatore
50. Bishop Heber College, Tiruchirapalli
   The college under Bharathidasan University, Coimbatore runs;
   MLlSc (Two Years, Integrated)

UTTAR PRADESH
51. Isabella Thoburn College, Lucknow
    BLlSc
52. Aligarh Muslim University, Aligarh
    Library Science as an optional subject

Dr. Babasaheb Bhimrao Ambedkar University, Agra
53. Dharma Samaj College, Aligarh
    DLlSc

Lucknow University
54. Mahendraguru Bhagwandas Granthalaya Kashi Vidyalaya, 
    BLlSc
55. Municipal School Narahi, Lucknow
    School of Library Science
    CLlSc, 6 months, Intermediate
56. The U.P. State Library Association
    It is running CLlSc course in 14 Schools;
    Lucknow, Allahabad, Kanpur, Varanasi, Roorkee, Faizabad, Agra, Jhansi,
    Ghaziabad, Nainital, Dehradun, Muzaffarnagar, Gorakhpur, Moradabad

WEST BENGAL
57. B.C. Roy College of Education, Calcutta

Bengal Library Association, Calcutta
58. Department of Library Science, Calcutta
    CLlSc
# LIBRARY AND INFORMATION SCIENCE EDUCATION THROUGH DISTANCE EDUCATION

This section profiles the LIS Education programmes offered through Open and/or through Correspondence/Distance mode in India. There are some who are exclusively for Distance mode, and a few offer both through formal and Distance mode. Such Universities are identified.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the University</th>
<th>Courses</th>
<th>Min. Qls.</th>
<th>Fees (Rs)</th>
<th>Mode</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Indira Gandhi National Open University, New Delhi</td>
<td>BLIS</td>
<td>Graduate or Graduate with Diploma in Lib. Sc or Graduate with 2 Yrs Experience in Library or a Professional Degree MLIS</td>
<td>2500</td>
<td>DE</td>
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<td>2</td>
<td>Dr. B.R. Ambedkar Open University, Hyderabad</td>
<td>BLIS</td>
<td>Graduate with One yr. Library experience MLIS</td>
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<td>3</td>
<td>Yashwantrao Chavan Maharashtra Open University Nashik</td>
<td>BLIS</td>
<td>Bachelor's Degree MLIS</td>
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<td>DE</td>
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<td>4</td>
<td>Birla Institute of Technology and Science, Pilani</td>
<td>Inf. Sc/ System</td>
<td>Intermediate</td>
<td>1115</td>
<td>DE</td>
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<td>5</td>
<td>Kaktiya University, Warangal</td>
<td>CLIS</td>
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<td>1115</td>
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<td>6</td>
<td>Sri Venkateswara University, Tirupati,</td>
<td>BLIS</td>
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<td>Both</td>
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<td>7</td>
<td>Barkhatullah Viswavidyalaya Bhopal</td>
<td>BLIS</td>
<td>Graduate Hr. Sec.</td>
<td>975</td>
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<td>Kota Open University, Kota.</td>
<td>DLIS</td>
<td>Graduate BLIS</td>
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<td>9</td>
<td>University of Calicut</td>
<td>Ph.D. MLIS 50%</td>
<td>Graduate 45% or Master's Degree BLIS</td>
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<tr>
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<td>Sr. Sec</td>
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<td>11</td>
<td>Awdeesh Pratap Singh University, Rewa</td>
<td>BLIS</td>
<td>Graduate &amp; working in Library MLIS</td>
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<td>12</td>
<td>Kurukshetra University, Kurukshetra</td>
<td>BLIS</td>
<td>Hr. Secondary In-service MLIS</td>
<td>3500</td>
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<td></td>
<td>BLIS</td>
<td>Graduate with 5 Experience</td>
<td>4500</td>
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<td></td>
<td>MLIS</td>
<td>BLIS with 5 Experience</td>
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<tr>
<td>S. No.</td>
<td>Name of the University</td>
<td>Courses</td>
<td>Min. Qls.</td>
<td>Fees (Rs)</td>
<td>Mode</td>
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<td>Patna University, Patna</td>
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<tr>
<td>14</td>
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<td>17</td>
<td>Bharthidasan University, Tiruchirapalli</td>
<td>BLIS</td>
<td>Graduated</td>
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<tr>
<td>18</td>
<td>Mahatma Gandhi Gramodaya Viswavidyalaya, Chitrakoot</td>
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<td>DE</td>
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<tr>
<td>19</td>
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<td>CLIS</td>
<td>Matriculation</td>
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<td>Matriculation</td>
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<tr>
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<td>DLS</td>
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<td>DLS</td>
<td>Matriculation with English with 50%</td>
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<td>Dr. Hari Singh Gour Viswavidyalaya, Sagar</td>
<td>BLIS</td>
<td>Graduate</td>
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<td>DE</td>
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<td>24</td>
<td>Jai Narain Vyas University, Omkarmal Somani College, Jodhpur</td>
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<td>CLS</td>
<td>Sr. Hr. Second with 40%</td>
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<tr>
<td>25</td>
<td>University of Hyderabad, Hyderabad</td>
<td>Diploma</td>
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<td>Lib. Aut. Network</td>
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<td>26</td>
<td>Lalit Narayan Mithila University, Darbhanga</td>
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<td>5000</td>
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<tr>
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