HIGHER EDUCATION IN LIBRARY & INFORMATION SCIENCE IN INDIA IN THE CONTEXT OF GLOBALIZATION

Sukhbir Kaur[1], Librarian[1]
P.G.S Government College of Physical Education[1], Patiala [1], PUNJAB[1]

Abstract

This paper traces the current scenario of higher education and library and information science education in the context of globalization. This also describes the different patterns and levels of LIS education, as well as the research programmes and trainings being offered by various universities, in India. Provides an overview of the institutions providing present LIS courses at various levels through regular courses and distance mode. Emphasizes the need for having innovative approaches for reforming LIS education. Discusses the problems and emerging issues affecting the status of LIS education and suggests ways to solve these problems and the approaches to prepare the LIS professionals to face the growing challenges for the job market Changing paradigms of library and information science education in India in the context of globalization Lists universities and colleges providing postgraduate LIS education in India through regular and distance mode.

INTRODUCTION

Since dawn of civilization man has been striving to know the unknown. On the long voyage of exploration of unknown man has collected innumerable pearls and pebbles and tried to preserve those, undoubtedly a very fundamental attitude of mankind that initiated the concept of preservation of thought contents or knowledge and gave rise to the concept of library later on. The Vedas for instance have been passed from generation to generation through oral tradition, known as Shruti and Smriti, i.e. to listen and to retain. Side by side, we had also the tradition of preserving manuscripts at places like temples, dargahs (tombs and shrines), madrasas, mosques and tols (schools). The tradition continued during the Middle Ages.

So, 'librarianship' in the sense of collecting and preserving books and manuscripts has existed in India since time immemorial, but only in the early part of the twentieth century it began to be treated as a distinct field of specialisation with its own principles, techniques, theories and practices.

INDIAN SCENARIO

W. A. Borden and A. D. Dickinson initiated the formal course of library education in India. Borden established a training course at the Central Library, Baroda in 1911/12 and Dickinson at Punjab University in 1915. The training school at Punjab University was considered to be the second library school known in the world, the first being the Columbia school. Gradually other universities and library associations started setting up library schools. Madras Library Association (1929) and Bengal Library Association (1935) started certificate course. Among the universities, Madras University under Dr. S. R. Ranganathan took over the certificate course from Madras Library Association in 1931. The course was subsequently converted into postgraduate course of one-year duration in 1937. Postgraduate courses also started in other universities subsequently, i.e. Andhra University (1935), Banaras Hindu University (1941) and University of Delhi (1947). University of Delhi in subsequent years started providing facilities for research leading to doctorate degrees. It was again the first to start M.Phil courses in 1977.

In addition to formal teaching courses, some universities have introduced correspondence courses at various levels of education. An important development in non-formal teaching is starting of a degree course by Andhra Pradesh Open University (Hyderabad) in 1985. Mohan Lal Sukhadia University (Udaipur) and Kashmir University (Srinagar) provide correspondence education at certificate level, Punjabi University (Patiala) at diploma level and Madras University (Chennai) both at certificate and degree levels. IGNOU equipped with multi-media instructional system also planned it from 1987. This provides facilities to professionals working at lower level to improve their qualifications and update their limited knowledge and skills and also to those who could not get admission to formal courses earlier.

PRESENT POSITION

At this moment, the status of LIS education in Indian Universities is as follows: 74 universities provide Bachelor of Library and Information Science (BLIS) course, 63 universities provide Master of Library and Information Science (MLIS) course, 15 universities provide M.Phil in Library and Information Science course and 49 universities provide Ph.D in Library and Information Science. Besides, Indian National Scientific Documentation Centre (INSDOC), New Delhi and

Documentation Research and Training Centre (DRTC), Bangalore provide Associateship courses in Information Science, which are equivalent to MLIS degree. NASSDOC once proposed to start Associateship course from 1988, later on it was shelved. National Centre for Science Information (NCSI), an autonomous organisation under University Grants Commission (UGC) located at IISc campus, Bangalore provides an advanced one-year training course in Information Systems Management and Technology. LIS students at MLIS and Associateship courses are required to submit project report/ dissertation in partial fulfillment of the courses.

UGC and ICSSR award scholarships to doctoral students. National Commission on Science and Technology, New Delhi; Raja Rammohan Roy Library Foundation (Calcutta) and ICSSR among others provide research grants for non-doctoral research. Defence Scientific Information and Documentation Centre (DESIDOC) also provides JRF programme in Library and Information Science.

The details of the latest status of Library and Information Science courses in Indian Universities are given below. Table 1 shows the list of universities providing LIS course through regular mode and Table 2 shows those providing through distance mode. The asterisked ones are providing the same through both regular and distance modes.

TABLE 1: REGULAR COURSES

S.No.	University	Place	State/UT	BLIS	MLIS	M.Phil	Ph.D
1	Aligarh Muslim Univ.	Aligarh	U.P.	¥	¥		¥
2	Amravati Univ.	Amravati	Maharashtra	¥	¥		¥
3	Andhra Univ.	Visakhapatnam	A.P.	¥	¥		¥
4*	Annamalai Univ.	Annamalainagar	Tamilnadu	¥	¥	¥	¥
5	Babasaheb Bhimrao Ambedkar Univ.	Lucknow	U.P.		2 yr. Course		
6	Banaras Hindu Univ.	Varanasi	U.P.	¥	¥		D.Litt.
7	Bangalore Univ.	Bangalore	Karnataka	¥	¥		¥
8*	Berhampur Univ.	Berhampore	Orissa	¥	¥	¥	¥
9	Bharati Vidyapeeth	Pune	Maharashtra	¥			
10	Bhavnagar Univ.	Bhavnagar	Gujarat	¥			
11	Birla Institute of Technology	Ranchi	Jharkhand		M.Sc. Inf.Sc.		¥
12	Bundelkhand Univ.	Jhansi	U.P.	¥	¥		¥
13	Burdwan Univ.	Bardhaman	W.B.	¥	¥		¥
14	Calcutta Univ.	Kolkata	W.B.	¥	¥	¥	¥
15*	Calicut Univ.	Calicut	Kerala	¥	¥		¥
16	Delhi Univ.	Delhi	Delhi	¥	¥	¥	¥

S.No.	University	Place	State/UT	BLIS	MLIS	M.Phil	Ph.D
17	Dr. Babasaheb Ambedkar Marathwada Univ.	Aurangabad	Maharashtra	¥	¥		
18	Dr. Bhimrao Ambedkar Univ.	Agra	U.P.	¥	¥		¥
19*	Dr. Harisingh Gour Vishwavidyalaya	Sagar	M.P.	¥	¥		¥
20	Gandhigram Rural Institute	Gandhigram	Tamil Nadu	¥			
21	Gauhati Univ.	Guwahati	Assam	¥	¥		¥
22	Gujarat Univ.	Ahmedabad	Gujarat	¥	¥		¥
23	Gujarat Vidyapeeth	Ahmedabad	Gujarat	¥	¥	¥	
24	Gulbarga Univ.	Gulbarga	Karnataka	¥	¥	¥	¥
25*	Guru Ghasidas Univ.	Bilaspur	M.P.	¥	¥		¥
26	Guru Nanak Dev Univ.	Amritsar	Punjab	¥	¥		¥
27	Jadavpur Univ.	Kolkata	W.B.	¥	¥		¥
28	Jai Narain Vyas Univ.	Jodhpur	Rajasthan	¥			
29	Jamia Milia Islamia	New Delhi	Delhi	¥			
30	Jammu Univ.	Jammu	J & K	¥	¥		¥
31	Jiwaji Univ.	Gwaliar	M.P.	¥	¥		¥
32	Kalyani Univ.	Kalyani	W.B.	¥	¥		¥
33	Karnatak Univ.	Dharwad	Karnataka	¥	¥		¥
34	Kashmir Univ.	Srinagar	J & K	¥	¥	¥	¥
35	Kerala Univ.	Thiruvananthapuram	Kerala	¥	¥	¥	¥
36*	Kurukshetra Univ.	Kurukshetra	Haryana	¥	¥		¥
37	Kuvempu Univ.	Shimoga	Karnataka	¥	¥		
38	Lalit Narayan Mithila Univ.	Darbhanga	Bihar	¥			
39	Lucknow Univ.	Lucknow	U.P.	¥	¥		¥
40	Madras Univ.	Chennai	Tamil Nadu	¥	¥		¥
41*	Madurai Kamraj Univ.	Madurai	Tamil Nadu	¥	¥		¥
42	M.S Univ. of Baroda	Baroda	Gujarat	¥	¥		¥
43*	Mahatma Gandhi Gramodaya Vishwavidyalaya	Chitrakoot	M.P.	¥	¥		
44	Mahatma Gandhi Kashi Vidyapeeth	Varanasi	U.P.	¥			
45	Makhanlal Chaturvedi Rashtriya Patrakarita Vishwavidyalaya	Bhopal	M.P.	¥	¥		
46	Mangalore Univ.	Mangalore	Karnataka		¥		
47	Manipur Univ.	Imphal	Manipur	¥			
48	Mohanlal Sukhadia Univ.	Udaipur	Rajasthan	¥			
49	Mumbai Univ.	Mumbai	Maharashtra	¥	¥		¥
50	Mysore Univ.	Mysore	Karnataka	¥	¥		¥
S.No.	University	Place	State/UT	BLIS	MLIS	M.Phil	Ph.D
51	Nagpur Univ.	Nagpur	Maharashtra	¥	¥	¥	¥
52	North Bengal Univ.	Siliguri	W.B.	¥			

S.No.	University	Place	State/UT	BLIS	MLIS	M.Phil	Ph.D
53	North Eastern Hill Univ.	Shillong	Meghalaya	¥	¥		¥
54	North Gujarat Univ.	Patan	Gujarat		¥		
55	North Maharashtra Univ.	Jalgaon	Maharashtra	¥			
56	Osmania Univ.	Hyderabad	A.P	¥	¥	¥	¥
57	Panjab Univ.	Chandigarh	Chandigarh	¥	¥		¥
58*	Patna Univ.	Patna	Bihar	¥			
59	Pt. Ravishankar Shukla Univ.	Raipur	M.P.	¥	¥		¥
60	Pune Univ.	Pune	Maharashtra	¥	¥	¥	¥
61	Punjabi Univ.	Patiala	Punjab	¥	¥		¥
62	Rabindra Bharati Univ.	Kolkata	W.B.	¥			
63	Rajasthan Univ.	Jaipur	Rajasthan	¥	¥		¥
64	Rani Durgavati Vishwavidyalaya	Jabalpur	M.P.	¥			
65	Sambalpur Univ.	Sambalpur	Orissa	¥	¥	¥	¥
66	Sampurnanand Sanskrit Vishwavidyalaya	Varanasi	U.P.	¥			
67	Sardar Patel Univ.	Vallabh Vidyanagar	Gujarat	¥	¥	¥	¥
68	Saurashtra Univ.	Rajkot	Gujarat	¥			
69	Shivaji Univ.	Kolhapur	Maharashtra	¥	¥	¥	¥
70	S.N.D.T Women's Univ.	Mumbai	Maharashtra	¥	¥		
71	South Gujarat Univ.	Surat	Gujarat	¥	¥	¥	¥
72	Sri Krishnadevaraya Univ.	Anantapur	A.P.	¥	¥	¥	¥
73*	Sri Venkateswara Univ.	Tirupati	A.P.	¥	¥	¥	¥
74	Swami Ramanand Teerth Marathwada Univ.	Nanded	Maharashtra	¥	¥		¥
75	Tilak Maharashtra Vidyapeeth	Pune	Maharashtra		¥		
76	Tilak Manjhi Bhagalpur Univ.	Bhagalpur	Bihar	¥	¥		
77	Utkal Univ.	Bhubaneswar	Orissa	¥	¥		¥
78	Vidyasagar Univ.	Midnapore	W.B.	¥	¥		¥
79	Vikram Univ.	Ujjain	M.P.	¥	¥	¥	¥

*These universities provide LIS education through both regular and distance modes.

TABLE 2: DISTANCE EDUCATION

S.N.	University	Place	State/UT	BLIS	MLIS	M.Phil	Ph.D
1	Alagappa Univ.	Karaikudi	Tamil Nadu	¥			
2*	Annamalai Univ.	Annamalainagar	Tamil Nadu	¥	¥	¥	¥
3	Awadesh Pratap Singh Univ.	Rewa	M.P.	¥			
4	Barkatullah Univ.	Bhopal	M.P.	¥	¥		
5*	Berhampur Univ.	Berhampore	Orissa	¥	¥	¥	¥
6	Bharathidasan Univ.	Tiruchirapalli	Tamil Nadu	¥	¥	¥	¥
7*	Calicut Univ.	Calicut	Kerala	¥	¥		¥
8	Dr. B.R. Ambedkar Open Univ.	Hyderabad	A.P	¥	¥		
9*	Dr. Harisingh Gour Vishwavidyalaya	Sagar	M.P.	¥	¥		¥
10*	Guru Ghasidas Univ.	Bilaspur	M.P.	¥	¥		¥
11	Hyderabad Univ.	Hyderabad	A.P.	✓			
12	Indira Gandhi National Open Univ.	New Delhi	Delhi	¥	¥		¥
13	Kakatiya Univ.	Warangal	A.P.	✓			
14	Karnataka State Open Univ.	Mysore	Karnataka	✓			
15*	Kurukshetra Univ.	Kurukshetra	Haryana	¥	¥		¥
16*	Madurai Kamraj Univ.	Madurai	Tamil Nadu	¥	¥		¥
17*	Mahatma Gandhi Gramodaya Vishwavidyalaya	Chitrakoot	M.P.	¥	¥		
18*	Patna Univ.	Patna	Bihar	¥			
19*	Sri Venkateswara Univ.	Tirupati	A.P.	¥	¥	¥	¥
20	Yashwantrao Chavan Maharashtra Open Univ.	Pune	Maharashtra	¥			

*These universities provide LIS education through both regular and distance modes.

TABLE 3: COLLEGES & INSTITUTIONS OTHER THAN UNIVERSITIES

S No.	College/Institute	Affiliating University	Place	State	BLIS	MLIS
1.	AEC Training College & Centre	M.G. Gramodaya Vishwavidyalaya	Panchmarhi	M.P.	¥	
2.	Arya Vidyapeeth Kanya Mahavidyalaya		Bhusawar	Rajasthan	¥	
3.	Asian Workers' Development Inst.	Sambalpur Univ.	Rourkela	Orissa	¥	
4.	Bishop Heber College	Bharathi Dasan Univ.	Tiruchirapalli	Tamil Nadu		¥ 2yrs.
5.	Central Inst. of Library Science		Hyderabad	A.P.	¥	
6.	Govt. Girls Degree College	Jiwaji Univ.	Gwalior	M.P.	¥	¥
7.	Govt. MLB Arts & Commerce Auto. College	Jiwaji Univ.	Gwalior	M.P.	¥	¥
8.	HPT Arts/RYK Science College	Univ. of Pune	Nasik	Maharashtra	¥	
9.	Inst. of Correspondent Edu.	Univ. of Madras	Chennai	Tamil Nadu	¥	¥
10.	Isabella Thoburn College	Univ. of Lucknow	Lucknow	U.P.	¥	
11.	Kamta Prasad Guru Bhasha Bharati	Rani Durgavati Vishwavidyalaya	Jabalpur	M.P.	¥	
12.	Manair College of Library Sc.	Kakatiya Univ.	Khammam	A.P.	¥	
13.	Nehru Inst. of Social Studies		Pune	Maharashtra	¥	
14.	Nutan Maratha Mahavidyalaya	North Maharashtra Univ.	Jalgaon	Maharashtra	¥	
15.	Pandit Nilakanta College of Library & Information Sc.	Utkal Univ.	Bhubaneswar	Orissa	¥	¥
16.	S.B. Women's College	Utkal Univ.	Cuttack	Orissa		¥ 2 yrs.
17.	Vidya Bharati Science College	Amravati Univ.	Amravati	Maharashtra	¥	

ACCREDITATION OF COURSES

There is no accreditation agency in India like ALA, committee on accreditation in USA and Canada to ensure reasonable standards and quality of output. The report of the committee on NAPLIS (1986) stressed the need for such a body. So far departments of LIS in the universities have broadly adopted the schemes of papers recommended by UGC Review Committee on Library Science in Indian universities (1965). But its other recommendations regarding staff requirement, physical facilities required and maintenance of department libraries have not been faithfully followed. The Review Committee considered a minimum staff of one reader and two lecturers for BLIS course. Few universities, who have introduced these courses have provided the recommended staff.

COURSE-CONTENTS AT DIFFERENT LEVELS

Broad outline of syllabuses at different levels are given below:

BLIS Course:

1. Classification (Theory and Practice)
2. Cataloguing (Theory and Practice)
3. Library Administration
4. Library Organisation
5. Physical Bibliography and Reference
6. Documentation

MLIS Course:
1. Universe of knowledge: its development and structure
2. Depth classification (Theory)
3. Advanced cataloguing
4. Library and Information system and management
5. Literature survey
6. Research methodology
7. Information systems and services
8. Project report

Associateship Course:
1. Information society and information communication
2. Sources of information
3. Information processing and organisation
4. Information system and services
5. Information products and services
6. Information technology
7. Information systems management
8. Elective paper (Research methodology, Informetrics and collateral areas, Business information system, Patent information system, Geological information system, Medical information system, Technical writing etc.)
9. Dissertation

We have been stuck too long to the traditional course contents, but the situation is gradually changing as more and more learning and teaching centres are incorporating the expanding dimensions of the discipline in the course contents. The effort is still sporadic. There is a need for a national body to take up this job earnestly and recommend a model curriculum for different levels of courses.

CONCLUSION

Many suggestions have been made by various professional experts and governmental committees to improve the quality of LIS education. These are:

1. The syllabus at all levels should be updated regularly and areas of Information science should be correlated with those of Library science.
2. National centre for education and research should be established to plan and coordinate cooperative programmes, like exchange of personnel, curriculum planning, extension lectures, continuing education programmes, etc.
3. The quality of teaching staff should be improved.
4. Seminars, tutorials, assignments and field tours should be effectively integrated with curricula involving outside experts and agencies.

5. Continuing education/in-service training facilities should be recognised as an essential part of manpower development programmes and sufficient financial resources may be allocated for this.

6. To improve quality of research, talented scholars should be provided financial assistance by research organisations.

7. Last but not the least, our country has no information policy though we have already crossed more than half a century after independence and so, setting up of a National Information Policy is vital in the context of today's globalisation and IT revolution. Right to Information should be recognised as a fundamental right of the people..

We learn from our tradition; what led to a name for the country in LIS education throughout the globe. One obvious reason is Ranganathan. But library professionals need to ponder over what he taught us and continue on those lines. Canons of context and currency are some of his important teachings. Library science need to change according to the needs of the time. It is high time, librarians and teachers should come together to overcome all shortcomings and take LIS education to greater heights.

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