

Library and Information Science Education in North India

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ABSTRACT

Education is undoubtedly a process of living. It cherishes and inculcates morale values, disseminates knowledge, spreads information relevant to its institutions, and keeps alive the creative and sustaining spirit. Application of information and communication technologies in libraries and information centres has posed many challenges to library professionals as well as LIS education. This paper briefly traces the history and development of the LIS education in India. It also traces the emergence, trends and issues of LIS education in north India. It describes the status, the different patterns, and levels of LIS education.

Keywords: Library and information science education, LIS education in north India, trends and issues of LIS in north India

1. INTRODUCTION

Education is the most important investment that governments of different countries make. Countries all over the world today need to emphasise on building the creative and productive capacities of their workforce. Only academic knowledge of the students may not serve the purpose. They need to have interpersonal skills too. The ability of a nation to use and create knowledge as capital determines its capacity to empower and enable its citizens by increasing human capabilities. India today stands poised to reap the benefits of a rapidly growing economy and a major demographic advantage that will see the country having the largest resource of young people in the world in the next few decades. The challenge and the opportunity are to galvanise our national potential into a dynamic resource: an informed, enlightened and capable young Indian citizenry would not only enhance and enrich the processes of national development, but could be a positive force in the world. As our Prime Minister, Dr Manmohan Singh has stated: "The time has come to create a second wave of institution building, and of excellence, in the fields of education, research and capability building so that we are better prepared for the 21st Century"¹.

Government, industry, and the public have recognised the significance of information resources as strategic resources and intellectual capital. Information is one of the determinants of social, economic and

cultural growth, therefore, an effective information system in the country is necessary to be supported by an efficient workforce. A need to breed librarians as facilitators is always there and library schools have to fulfill the responsibility of human resource development to provide an efficient workforce to manage library and information centres. India is an ancient civilisation with a rich lineage of cultural heritage. It comprises 28 states and 7 union territories. Spread over an area of 32,87,2631 sq. km, India is the seventh largest country in the world². On geographical bases, India has six major zones: East India, West India, North India, South India, North-east India, and Central India³. The States and Union Territories in the northern region of India includes:

- ✧ Chandigarh
- ✧ Delhi
- ✧ Haryana
- ✧ Himachal Pradesh
- ✧ Jammu and Kashmir
- ✧ Punjab
- ✧ Uttar Pradesh
- ✧ Uttarakhand

2. SCOPE OF THE PAPER

The scope of this paper is limited to formal library and information science (LIS) education programmes/courses at the postgraduate level conducted by the university departments, documentation and information centres and research institutions in North India. Facilities for LIS education in north India are available in Union Territory of Chandigarh, Delhi (National Capital Territory), Haryana, Jammu and Kashmir, Punjab, and Uttar Pradesh. At present, no postgraduate course is available at the university level in Himachal Pradesh and Uttarakhand. This paper does not include courses conducted at the under-graduate level and certificate courses by various agencies such as library associations, teachers training institutes, polytechnics, and even universities. Short-term specialised courses conducted by the university departments and documentation centres have not been included in this paper.

3. LIS EDUCATION IN INDIA

Since ancient times, India has been a centre of excellence in the field of higher education. Today India has one of the largest higher education systems in the world. There are 85 universities/deemed universities/institutions for higher education in north India³. India is also gradually emerging as a key player in the LIS education. LIS education is being imparted in India since 1911 when the first library school was started in Baroda, in Maharashtra under the direct royal patronage of Sayaji Rao Gaekwad II. In 1915, it gained the first-time university patronage under the umbrella of Punjab University when another American student of Dewey, Asa Don Dickinson (1876-1960), the then librarian of Punjab University, Lahore (now in Pakistan), started three-month apprentice training programme for working librarians. Before independence, there were only five Universities (Andhra, Banaras, Bombay, Calcutta, and Madras) offering the Diploma in Library Science. A large number of colleges, universities, associations, and learned societies started LIS courses after independence. Major stakeholders in LIS education are universities.

After 1950s, a large number of departments were established in universities to provide different levels of LIS education, i.e., Diploma BLIS, MLIS, MPhil and PhD. Masters degree in LIS is a one- or two-year long structured programme after 10+2+3 years of education in any discipline. Some universities have two separate programmes like one-year BLIS degree, and one-year MLIS degree. Some have two-year integrated MLIS programme running into 4 semesters. At present, there are two national institutes, namely, the Documentation Research and Training Centre (DRTC) in Bangalore, and NISCAIR (National Institute of Science Communication and Information Resources), formerly Indian National

Scientific Documentation Centre (INSDOC), in New Delhi, concentrating on training professionals for special, industrial and corporate libraries and information centres (oriented towards science and technology). As a third wave, there are distance education courses run by the National Open Universities started with the effort of Indira Gandhi National Open University, which started Bachelor's Degree in 1989 and Master's Degree in 1994. State Open University like Netaji Subhas Open University (West Bengal) and various other universities quickly followed suit to offer a gamut of LIS courses in the distance education mode.

4. LIS EDUCATION IN NORTH INDIA

LIS education in India is currently passing through a turning point and has become a fast developing subject with a multidisciplinary approach. Today, LIS education not only includes the library-specific subject but has extended to subjects like computer application, statistics, information science, and management studies. With the changing scenario, modern librarianship has become a profession with a diversity of opportunities and challenges for LIS students and professionals. LIS education being offered at university level in various states of north India, i.e., Jammu and Kashmir, Punjab, Haryana, and Delhi (National Capital Territory) Uttar Pradesh and Union Territory of Chandigarh by the following universities/institutes:

✧ Chandigarh (CHD)

- Punjab University (PUCHD)

✧ Delhi (DEL)

- Indira Gandhi National Open University (IGNOU)
- Jamia Millia Islamia (JMI)
- National Institute of Science Communication and Information Resources (NISCAIR)
- University of Delhi (DU)

✧ Punjab (PNJB)

- Guru Nanak Dev University, Amritsar (GNDU)
- Punjabi University, Patiala (PUPAT)

✧ Haryana (HR)

- Kurukshetra University (KUK)
- Maharishi Dayanand University, Rohtak (MDU)

✧ Jammu and Kashmir (J&K)

- Jammu University, Jammu (JU)
- Kashmir University, Srinagar (KASH)

✧ Uttar Pradesh (UP)

- Aligarh Muslim University (AMU)
- Babasaheb Bhimrao Ambedkar University, Lucknow (BBAU)
- Banaras Hindu University, Varanasi (BHU)
- Dr B.R. Ambedkar University (BRAU)
- Bundelkhand University, Jhansi (BU)
- Lucknow University (LU)

5. LIS SCHOOLS IN NORTH INDIA

Table 1 shows the names of the universities/institutes along with the names of their respective departments offering LIS courses and their dates of establishment. As seen from Table 1, the oldest Department of Library and Information Science was established in BHU in 1942, in the northern region of India followed by DU. The latest department established in the north India is BBAU. In addition, largest numbers of LIS departments were established during 1969-1972 and 1984-1989.

Almost all the universities have their departments named either Department of Library Science or Department of Library and Information Science with an exception of BU which has named it after Prof. SR Ranganathan, and NISCAIR, which calls it Education and Training Division.

6. HISTORY AND STATUS OF LIS EDUCATION IN NORTH INDIA

6.1 Punjab University, Chandigarh

Punjab University was established in Lahore (now in Pakistan) in 1882. After the partition in 1947, the University was constrained to function for almost a decade without having a campus of its own. In 1956, the University was relocated at Chandigarh⁴.

The Department of LIS at Punjab University was established at its Chandigarh Campus in 1960 and started a Postgraduate Diploma in Library Science in the same year. It was renamed as Bachelor of Library Science (BLIS) from the academic session 1968-69 and as Bachelor of Library and Information Science (BLIS) from the academic session 1988-89. The University

Table 1. Year of establishment of various LIS departments in north India

| State/UT | University/Instt | Name of the department/division/programme | Date of Estb. |
|----------|------------------|---|---------------|
| CHD | PUCHD | Department of Library and Information Science | 1960 |
| DEL | DU | Department of Library and Information Science | 1946 |
| | IGNOU | Library and Information Science Programme (School of Social Sciences) | 1989 |
| | JMI | Department of Library and Information Science | 1985 |
| | NISCAIR | Education and Training Division | 1964 |
| HR | KUK | Department of Library and Information Science | 1969 |
| PNJB | GNDU | Department of Library and Information Science | 1970 |
| | PUPAT | Department of Library and Information Science | 1969 |
| J&K | JU | Department of Library Science | 1971 |
| | KASH | Department of Library and Information Science | 1970 |
| UP | AMU | Department of Library Science | 1958 |
| | BBAU | Department of Library and Information Science | 1997 |
| | BHU | Department of Library and Information Science | 1942 |
| | BU | Dr Ranganathan Institute of Library and Information Science | 1986 |
| | DBRAU | Department of Library and Information Science | 1984 |
| | LU | Department of Library Science | 1972 |

started the Master of Library Science course from the academic session 1970-71 and later re-designated as Master of Library & Information Science (MLIS) from the academic session 1988-89. Research leading to PhD in Library Science was initiated from the academic year 1972-73, re-designated as PhD in Library and Information Science from the academic year 1988-89. Two-year MLIS Integrated Course was started from the academic session 2003-04 in view of the recommendations of the Curriculum Development Committee of the UGC. The course duration has been further divided into four semesters with each year having two semesters. The scheme of examination comprises internal as well as external assessments of the students. For the internal assessment, the department holds one house test, one snap test, and assignments in each paper⁵.

6.2 Indira Gandhi National Open University Delhi

An Act of Parliament established the Indira Gandhi National Open University (IGNOU) in September 1985. IGNOU introduced its programmes in 1987 and has so far launched 117 programmes covering more than 900 courses consisting of PhD, Master's degree, Advanced/Postgraduate Diploma, Diploma, and Certificate Programmes, etc⁶. IGNOU is the first university, which started quality LIS education through open mode. This was a major step in making LIS courses available in the areas where the professional and technology-oriented education had not reached⁵. It has introduced many innovative ways and means of providing distance-learning packages to the learners.

The LIS courses offered by IGNOU are quite popular and have set a new trend of multimedia-based LIS education in the country. It may be noted that LIS is one of the programmes offered by the School of Social Sciences in IGNOU. The University launched its BLIS in 1989. The programme was completely revised in 2000 to keep pace with the changing dimension of the subject, particularly in relation to the application of information technology (IT). IGNOU started MLIS in 1994. It was revised in July 2005. MLIS Online LIVE (Library and Information Virtual Education) is an initiative of IGNOU to develop in-house Learning and Content Management System for imparting online education⁷.

6.3 Jamia Millia Islamia, Delhi

An Act of Parliament declared Jamia Millia Islamia a Central University in 1988. The Department of Library and Information Science, which is under the administrative control of the Dr Zakir Hussain Library, has been offering an academic programme leading to the BLIS. The Department provides library software training.

There is a provision of 20 networked PCs with the requisite softwares in the lab. Curriculum of the BLIS programme was revised in the light of UGC Model Curriculum and implemented w.e.f. the academic session 2002-03⁸.

6.4 National Institute of Science Communication and Information Resources, Delhi

The National Institute of Science Communication and Information Resources (NISCAIR), a constituent establishment of Council of Scientific and Industrial Research (CSIR), was formed when INSDOC and National Institute of Science Communication (NISCOM) were merged on 30 September 2002.

The Education and Training Division (ETD) of NISCAIR organises an Associateship in Information Science (AIS) programme, which is a two-year (4 semesters) advanced Master's degree level academic course in information science and documentation. The programme has an intake of 25 candidates based on admission test and interview.

The infotech laboratory of ETD is well equipped with over 80 networked pentium systems and a good number of audio-visual equipment. It also has Internet and LAN facilities. Every student is given adequate time to develop good command over application packages like MS-Office, SQL Server, Winisis, web design, programming concepts and operating systems⁹.

6.5 University of Delhi, Delhi

University of Delhi was established in 1922 as a unitary, teaching and residential University by an Act of the then Central Legislative Assembly¹⁰. The Department of Library and Information Science under the Faculty of Arts was set up in 1946 as a full-fledged department like other constituents departments of the University. Late Prof. S.R. Ranganathan and Late Prof. S. Das Gupta took the initiative for establishing this Department that happened to be the first teaching department in the country taking responsibilities in teaching as well as academic research in the field of library science. The Department is offering BLIS, MLIS, MPhil, and PhD courses to the students.

The Department during the past 64 years of its existence has played an important role in LIS education in the country. It has two air-conditioned computer centres, which are well equipped with various IT gadgets and Internet connectivity. All the faculty rooms have been equipped with desktop computers, laser printers, and Internet connections. The research laboratory meant for research scholars (i.e., MPhil and PhD students) is

equipped with 8 computers, 2 printers, 1 scanner, and 1 photocopier. The computer centre meant for BLIS has 23 computers (extending with 10 higher configuration computers), wall-mounted LCD, 1 laser printer, and 1 heavy duty network printer. The departmental library has an excellent collection of books. It has now created a database of textbooks, theses, dissertations, and project works. These are available online¹¹.

6.6 Kurukshetra University, Haryana

The Kurukshetra University was established in 1956 as a unitary residential university¹². The Department of Library and Information Science, established in 1969, started Masters' degree course in 1986. At present, the Department is running the regular courses of BLIS, MLIS, MPhil, and PhD. It is also assisting the students of Diploma in Library Science, BLIS and MLIS registered with the Directorate of Distance Education¹³.

6.7 Maharishi Dayanand University, Haryana

The Maharishi Dayanand University (MDU), earlier known as Rohtak University, Rohtak was established by an Act of Legislature of Haryana in 1976. MDU offers BLIS and MLIS through Directorate of Distance Education. For these courses, Personal Contact Program (PCP) of 25 days and 21 days, respectively, is organised at Rohtak. In case of BLIS, 80 per cent and for MLIS 50 per cent attendance is compulsory in PCP. These programmes also include regular classroom teaching, practicals wherever applicable, and face-to-face discussions, thereby promoting an interaction between the teachers and the taught¹⁴.

6.8 Jammu University, Jammu

The University of Jammu, came into existence in 1969 vide Kashmir and Jammu Universities Act 1969 following bifurcation of the erstwhile University of Jammu and Kashmir¹⁵. Department of Library Science was set up in 1971 and a Certificate course in library science was started. The certificate course continued from 1971-83. In 1983-84, BLIS programme was introduced by the University. From 1985-86, the Department also started the MLIS and PhD programmes in library science¹⁷.

6.9 Kashmir University, Srinagar

The University of Kashmir, came into existence in 1969 vide Kashmir and Jammu Universities Act 1969 following bifurcation of the erstwhile University of Jammu and Kashmir. Its Department of Library and Information Science offers MLIS, MPhil, and PhD courses. MLIS follows semester system. The Department started a multimedia unit to train aspirants in digital preservation, and e-content creation, etc¹⁶.

6.10 Guru Nanak Dev University, Punjab

Guru Nanak Dev University was established at Amritsar in 1969. Its Department of Library and Information Science offers BLIS and MLIS in regular mode. These courses are of one-year duration each. Admission to both the courses is exclusively based on merit in the entrance test¹⁸.

6.11 Punjabi University, Punjab

Punjabi University was established on 30 April 1962 in the erstwhile princely state of Patiala with the main objective of furthering the cause of Punjabi language, art, and literature. The Department of Library and Information Science offers BLIS and MLIS courses of one-year each¹⁹.

6.12 Aligarh Muslim University, Uttar Pradesh

Mohammedan Anglo Oriental (MAO) College was established in 1875 and in 1920 was given the status of a Central University²⁰. The Department of Library Science started in 1950-51 with the introduction of a Certificate Course in library science. It introduced BLIS in 1958-59 and discontinued certificate course in 1968-69. Subsequently, MLIS was started in 1970-71. Realising the need and importance of research in the subject, the Department has started MPhil/PhD programme since 1990-91. The Department updated its curricula, in line with the UGC's model curriculum. A special feature of the revised syllabi lays emphasis on information technology²¹.

6.13 Babasaheb Bhimrao Ambedkar University, Uttar Pradesh

The Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh is one of the youngest central universities in the country. The jurisdiction of this residential University is over the entire state of Uttar Pradesh²². The Department of Library and Information Science has been offering two-year integrated MLIS and PhD Programmes now. The Department is having advanced infrastructural facilities like Info-Tech Lab with latest technology such as XEON Server, 10 PC's with 256 kbps lease line, scanner, OHP, laser printer, etc. The department focuses mainly on the advanced teaching and research²³.

6.14 Banaras Hindu University, Uttar Pradesh

Banaras Hindu University, founded in 1916 is among the first few universities in the country in the field of academic and research output²⁴. The Department of Library and Information Science established in 1941, initiated a Diploma Course in Librarianship, second of its kind in India, after Madras University in 1942. A Bachelor Degree course and a MLIS course were initiated in

1961 and 1965, respectively. Both the courses were of one-year duration. Bachelor course was discontinued in 2005. Since 2005, Department has introduced two-year integrated MLISC course as per guidelines of Curriculum Development Committee (CDC) of the University Grant Commission (UGC). PhD course in LIS was initiated in 1980²⁵.

6.15 Dr B.R. Ambedkar University Uttar Pradesh

The foundation of Dr B.R. Ambedkar University (originally known as Agra University), Agra, Uttar Pradesh was laid on 1 July 1927. The University was renamed as Dr B.R. Ambedkar University in 1996. University has approx. 200 affiliated colleges and 15 residential institutes spread out in its four residential campuses. The Department of Library and Information Science was established in 1984 and offers Bachelor of Library and Information Science and Master of Library and Information Science courses of one-year each²⁶.

6.16 Bundelkhand University, Uttar Pradesh

Bundelkhand University, Jhansi, Uttar Pradesh, came into existence on 26 August 1975 and Dr Ranganathan Institute of Library and Information Science in 1984. The institute offers BLIS, MLIS, and MPhil (Library and Information Science)²⁷.

6.17 Lucknow University, Uttar Pradesh

Lucknow University was set up in 1920. The Department of Library Science started in 1972 with the objective of providing education and training in the discipline of library and information science. The Department offers Bachelor's, Master's, and Doctoral degrees in LIS²⁸. The Department is now called Department of Library and Information Science and is located in a separate building consisting of lecture hall-cum-auditorium, seminar room, rooms for faculty, computer laboratory, and a well-equipped departmental library²⁹.

7. COURSES OFFERED

Table 2 gives details of the different types of LIS courses offered by various universities and institutes of the northern region of India. Table reveals that six universities/institutes have started a two-years integrated postgraduate course instead of having two separate courses of one-year each. Three universities, i.e., PUCHD, KASH, AMU, BBAU, and BHU have ceased their earlier one-year courses to go with an integrated two-year MLIS course. In addition, institutes like NISCAIR already have such integrated courses similar to conventional Master's level courses in other

fields of education. NISCAIR has a special name for its two-year integrated programme, i.e., Associateship in Information Science (AIS).

Only a few universities provide LIS education through distance education mode. One of these is IGNOU, which is a premier national level open university to provide all its courses via distance learning. Few universities such as PUCHD, KUK, and GNDU also provide BLIS through correspondence courses. As far as pre-research courses are concerned, not many universities provide MPhil courses. The number of universities providing PhD course (10) is far more than that of MPhil (5).

8. ELIGIBILITY AND ADMISSION CRITERIA

Table 3 gives details of the eligibility conditions to different courses offered in universities in north India. It shows that all BLIS and MLIS courses require at least a graduate degree for admission. While some universities like IGNOU and AMU also settle for experience in LIS field if the cut-off marks of the student are less than 50 per cent. Most of these give admission on the basis of merit while some have a more rigorous criteria involving entrance tests as in case of Kurukshetra University. In DU admission in BLIS is given on the basis of merit whereas for MLIS admission is through entrance test.

9. SEATS OFFERED

Table 4 gives the number of seats offered in various courses. In BLIS, DU offers the highest number of seats followed closely by AMU. In MLIS also, DU offers maximum number of seats followed by KUK. In case of MLIS 2-year integrated course, PUCHD offers maximum number of seats, i.e., 40 whereas NISCAIR and BHU both offer 25 seats each.

10. INFRASTRUCTURE: FACULTY AND COMPUTER CENTRES

Table 5 enlists the number of faculty and ICT facilities available for the students in the various institutions. It shows that the number of faculty members is not in proportion to the number of students. Only NISCAIR seems to have a good teacher-students ratio, i.e., 1:2. NISCAIR leads all the others with a high-tech lab with 80 networked Pentium systems and a good number of audio-visual equipment. It has Internet and LAN facilities also.

11. SYLLABUS

BBAU in its two-year integrated MLIS programme has maximum number of papers, i.e., 19 (both theory and practice) including a dissertation. On the contrary,

Table 2. Levels of LIS courses offered in various universities/institutions in north India

| State/UT | University/Instt | BLIS | MLIS | MPhil | PhD | 2-yr Int. MLIS | Regular education |
|----------|------------------|----------|----------|-------|------|----------------|-------------------|
| CHD | PUCHD | 1960 (c) | 1970 (c) | NA | 1972 | 2003 | Yes |
| DEL | DU | 1989 | 1948 | 1978 | 1952 | NA | Yes |
| | IGNOU, (DE) | 1989 | 1994 | NA | 2002 | NA | No |
| | JMI | 1985 | NA | NA | NA | NA | Yes |
| | NISCAIR | NA | NA | NA | NA | AIS | Yes |
| PNJB | GNDU | 1969 | 1984 | NA | NA | NA | Yes |
| | PUPAT | 1986 | 1969 | NA | YES | NA | Yes |
| HR | KUK | Yes | 1986 | Yes | Yes | NA | Yes |
| | MDU (DE) | Yes | Yes | | | | No |
| J&K | JU | 1970 (c) | 1985 | NA | 1985 | NA | Yes |
| | KASH | 1958 | | Yes | Yes | Yes | Yes |
| UP | AMU | NA | 1971 | 1990 | 1990 | 2005 | Yes |
| | BBAU | 1961 (c) | NA | NA | Yes | 1997 | Yes |
| | BHU | Yes | 1965 (c) | NA | 1980 | 2005 | Yes |
| | BU | 1984 | Yes | Yes | NA | NA | Yes |
| | DBRAU | 1972 | 1996 | NA | NA | NA | Yes |
| | LU | | 1972 | NA | 1984 | NA | Yes |

Note: N A= Not applicable; C= Course ceased, DE= Distance education

Table 3. Eligibility for admission to various courses in various universities/institutes in north India

| State/UT | University/Inst | BLIS | MLIS | 2-yr integrated MLIS course |
|----------|-----------------|-----------------------------------|-----------------|--|
| CHD | PUCHD | - | - | G (50) / PG |
| DEL | IGNOU | G(50)/ G+DLIS/G+2yr exp/ | BLIS (50) | - |
| | JMI | G (50)/ PG (50) | - | |
| | NISCAIR | - | - | PG (50)/>3yr G(50)/G+ BLIS (50)+ 1yr exp |
| | DU | G (50) | BLIS (60)/G(50) | |
| PNJB | GNDU | G (50)/PG (50) | BLIS (50) | |
| | PUPAT | G | BLIS | |
| HR | KUK | G (50) | BLIS (55) | |
| | MDU | G (45) | NA | |
| J&K | JU | - | - | |
| | KASH | | - | |
| UP | AMU | G(50)/G(45)+PG (50)/G(45)+5yr exp | BLIS (50) | |
| | BBAU | - | - | G(50) |
| | BHU | - | - | G(50) |
| | BRAU | G (50) | BLIS (50) | |
| | BU | G (50) | BLIS (50) | |
| | LU | G | BLIS | |

Note: G=Graduate; PG=Postgraduate; Exp=Experience; (Percentage marks in brackets)

Table 4. Number of seats available for various courses

| State/UT | University/Instt | BLIS | MLIS | 2-yr integ. MLIS |
|----------|------------------|------|------|------------------|
| CHD | PUCHD | - | - | 40 |
| | IGNOU | - | - | - |
| | JMI | - | - | - |
| | NISCAIR | - | - | 25 |
| | DU | 62 | 46 | - |
| PNJB | GNDU | - | - | - |
| | PUPAT | 28 | 16 | - |
| HR | KUK | 40 | 40 | - |
| J&K | JU | 30 | 15 | - |
| | KASH | - | - | - |
| UP | AMU | 60 | 25 | - |
| | BBAU | - | - | 34 |
| | BHU | - | - | 25 |
| | BRAU | 50 | 30 | - |
| | BU | - | - | - |
| | LU | 20 | 20 | - |

Table 5. Infrastructure at LIS schools

| State/UT | Uni/Instt/Assoc. | Faculty | No. of PC |
|----------|------------------|---------|------------------|
| CHD | PUCHD | 4 | 10 |
| DEL | IGNOU | 5 | At study centres |
| | JMI | 3 | 20 |
| | NISCAIR | 11 | 80 |
| | DU | 8 | 23+10+8 |
| PNJB | GNDU | 3 | yes |
| | PUPAT | 4 | yes |
| HR | KUK | 6 | 11 |
| J&K | JU | 2 | 15+1 |
| | KASH | 5 | yes |
| UP | AMU | 7 | yes |
| | BBAU | 5 | 10 |
| | BHU | 5 | 30 |
| | BRAU | D NA | yes |
| | BU | D N A | yes |
| | LU | 2 | Yes |

Note:DNA=Data not available

NISCAIR offers only 10 papers for its two-year AIS course along with one dissertation. Six universities offer papers including submission of a dissertation in their Masters' course. GNDU provides it as an option. On an average, all the universities offer 8-10 papers per year, i.e., 4-5 papers per semester, in their BLIS, MLIS or two-year integrated programme. IGNOU, in its PGDLAN course, also has a provision for project submission along with compulsory 14 papers, which include theory, as well as practical papers.

Almost all the universities have included ICT in their syllabus along with practice papers. Many of these universities also provide an option for elective papers from which students can choose. All the universities/institutes provide basic papers like Foundation of Library and Information Science, Classification and Cataloguing (theory as well as practice paper), Information Sources and Services, Library Management, and Information Technology.

NISCAIR has different syllabus for its two-year AIS course. It includes novel papers like new IT and DBMS, and full-fledged papers on library automation and digital libraries and intellectual property rights (elective paper).

DU in its 1-year BLIS course requires a project submission in the first semester, which includes a literature survey or a field survey to provide the students hands-on experience of research. In the second semester, the course provides one month internship training to the students in a library in Delhi. They have to submit a report on the activities of the library, which in turn accounts for a paper. It also offers a newly added paper 'Information Literacy Applications in LIS' in MLIS.

IGNOU has a distinctive full-fledged elective paper on Preservation and Conservation of Library Materials and Technical Writing. GNDU offers a unique paper on Bibliography, Literature & Organisation of Publications in Punjabi Language (Gurmukhi Script), which is an elective paper.

12. CONCLUSIONS

The following trends emerged in LIS education in northern region of India while conducting the study:

- ✂ There are no LIS department in Universities of Himachal Pradesh and Uttarakhand. At least one library science department should be set up with proper infrastructure in both these states.
- ✂ In north India, out of 16 LIS departments, only six changed their one-year BLIS and one-year MLIS courses to two-year integrated MLIS course. Rest of the departments are still continuing with the old pattern of LIS education. Nine years back,

Curriculum Development Committee (2001) in its report stated that LIS schools need to bring radical change in their syllabi in view of the overall impact of ICT on information storage, retrieval, and dissemination as well as users' information seeking behaviour. It is high time that quality of LIS education should be upgraded to two-years integrated master's level course to avoid duplication of contents and for covering traditional areas as well as new subjects comprehensively.

- ✧ Eligibility conditions for admission in BLIS and MLIS courses in different LIS department vary. Few are offering admissions based on both merit in qualifying examination and interview but most of the departments are having entrance test only. The admission criteria should be based on kinds of professionals required by libraries. It is desirable that performance in the entrance test and interview along with academic qualifications should form the basis of admission. The number of seats should take into consideration the job positions likely to be available in the market³⁰.
- ✧ Provision of Internet along with library automation and digitisation software for practice were available in most of the LIS schools. Though most of the LIS schools have computer labs, they still lack infrastructural facilities like class rooms, etc. There is a need to strengthen the existing infrastructure.
- ✧ Only few LIS departments such as Department at University of Delhi have provision of internship programmes as part of BLIS and MLIS courses. It is also suggested that other LIS schools of north Indian should also include internship as part of the courses.

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