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Library and Information Science Education in South India: Perspective and Challenges

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ABSTRACT

The paper presents an overview of LIS education in South India. It describes the state-of-the-art of LIS education in 27 LIS Departments of South India, analyses the course content and suggests for innovativeness and standards to meet the present and future demands of knowledge society.

Keywords: LIS education, South India

1. INTRODUCTION

The aim of professional education is to prepare the members of that profession for its successful practice by giving a good foundation in its theory and practice. The strength of the profession lies in the quality of manpower available to practice the profession. The goal of LIS education is, therefore, to prepare personnel for the task of successful performance at different levels of competence as managers in different types of libraries and as teachers in the schools of LIS.

It is argued that the progress of information processing and information technology move together in present day information society. Examples are given that there is a significant professional relevance of information technology for LIS and for the quality of information delivery as well like Web 2.0; semantic web; ontologies, etc. To adequately pursue the goal of transmission of information through innovative use of information technology for the 21st century, information professionals are needed who are proficient in library science and information technologies. The promotion of practical skills and professionalism is posited as fostering the development of competent information practitioners.

Therefore, raising the scope and the quality of LIS education is inevitable to raise the quality and efficiency of knowledge dissemination/transmission. The updating of curricula and courses to develop the technical competencies is being done from time to time with the support of University Grants Commission (UGC) subject panels and Reports of Curriculum Development Committees (CDCs). The paper analyses existing programmes of the LIS departments in South India to meet the growing demand for competent manpower. It further suggests how the LIS departments have to respond to produce the expected kind of professionals.

2. LIBRARY SCIENCE EDUCATION IN SOUTH INDIA—A BRIEF REVIEW

LIS education in India began in 1911, when the Baroda School was started by W.A. Bordon at the initiation of the Sayaji Rao Gaikwad II, the then Maharaja of the State of Baroda. Over the past 99 years LIS education in India has undergone significant changes with the support of UGC, The seeds of LIS education in South India were sown 90 years ago in AP, which was then under the composite Madras State. The first training course was initiated in 1920 under auspices of Andhra Desh Library Association.

The Madras Library Association started certificate programme in librarianship in 1931; it was later taken over by Madras University under the able and dedicated service of Prof. S.R. Ranganathan. Andhra University, Visakhapatnam, introduced library science course in 1935 with the initiation of the then university librarian M.O. Thomas. However, major developments in LIS education in South India have occurred after independence. Another landmark in the history of library

science education in South India is the starting of distance education programmes. The Madras University introduced library science education through correspondence in 1982 followed by the establishment of A.P. Open University (now renamed as Dr.B.R. Ambedkar Open University) that initiated BLIS in 1985.

3. LIS EDUCATION IN SOUTH INDIA: THE PRESENT SCENARIO

Library science education blossomed in independent India and the 1960s and 1970s witnessed its rapid growth at graduate and postgraduate level. This is the period for the development of research courses leading to PhD and MPhil degrees. At present 25 universities in South India offer the course as regular, on campus and through distance mode. Two colleges, Bishop Heber and A.V.M. Pushpam, have full-fledged departments and are functioning under Bharathi Dasan University.

The revolutionary change in 1990s was the starting of two-years integrated MLIS programmes instead of 1+1 stream of BLIS and MLIS. At this juncture, some Universities have placed their LIS departments under Science Faculties (Madras, Kuvempu, etc.) These departments renamed their course as MSc in Library and Information Science. This has facilitated the departments to get more grants under UGC/SAP. However, majority of departments are classed under Social Sciences.

4. THE METHODOLOGY

The study includes 26 universities that offer LIS courses at graduate or postgraduate levels, and MS (LIS) course of Documentation Research and Training Centre (DRTC), Bangaluru. The universities include 150-year old (Madras) to recently started state universities like B.R.A. University, Srikakulam, (Andhra Pradesh); Dravidian University, Kuppam, (Andhra Pradesh); Karnatak State Women's University, Bijapur; and Tumkur University. Nagarjuna University and University of Hyderabad do not have a department but the former offers Distance Education Council (DEC) recognised BLIS course while the later offers Postgraduate Diploma in Library Automation and Networking through distance mode.

University of Hyderabad was therefore not analysed. There are other universities and institutions that offer the course but the study is confined to the courses recognised by UGC or DEC. Data was gathered through a questionnaire from 26 departments. Data from DRTC was taken from its Website. The response rate was 100 per cent with the support of Heads of the Departments of concerned universities. The tables present a comparative account while the salient features are analysed and discussed.

5. ANALYSIS OF DATA

The data gathered through questionnaire from 26 University departments of South India and DRTC that offer LIS courses has been tabulated, analysed and discussed.

5.1 Nomenclature

The departments are named as Department of Library and Information Science and the degrees are named as Bachelor or Masters in Library and Information Science (BLIS/MLIS). Madras University and Kuvempu University named their degree as MSc (Library and Information Science). DRTC offers its two-years course as MS (LIS).

5.2 LIS Courses in South India

In South India the courses are being offered in two patterns—BLIS and MLIS of one-year each generally referred to as 1+1 pattern, and two-year integrated MLIS programme. Table 1 shows that majority (23/26) of the departments offer two-year integrated course while rest follow 1+1 pattern. Further, BLIS is being offered in distance mode in 10 and MLIS in 5 universities. Four universities offer the course through regular and distance mode while two (BRAOU, Nagarjuna) offers the same only through distance mode. Three universities (Annamali, KSWU, Kakathiya) have certificate courses also though it is against the stipulation of the UGC. Annamalai also offers a five-year integrated course besides the other. Three universities (Annamalai, University of Hyderabad, and Pondicherry) offer P.G. Diploma in Library Automation and Networking in evening or distance mode.

The LIS courses in South India are varied and provide a wide opportunity. However, there is no uniformity in the courses as the departments are offering courses from certificate to research level and follow different patterns or combination of patterns as displayed in Table 1. Though the UGC stipulates to offer a course on-campus or off-campus with an established department and Board of Studies in the concern subject to frame and revise the curriculum there are universities that do not follow the stipulation. The findings indicate the need to devise regulations to streamline the courses offered as regular and distance mode.

5.3 The Nature of LIS Courses

Appendix 1 presents the nature of admissions (regular, distance mode) eligibility criteria, fee structure,

Table 1. Level of courses

Dept/ Univ.	Year of establishment	Level of courses										Nature of courses	
		BLIS+MLIS				MLIS (2-year)		MPhil		PhD		Gen.	SF
		R	D	R	D	R	D	FT	PT	FT	PT		
Andhra Pradesh													
Andhra	1935					✓		✓	✓	✓	✓	Both	
BRAOU	1985		✓		✓				✓		✓		✓
BRA U*	2008					✓						Both	
Dravidian*	2009					✓		✓	✓	✓	✓		✓
Kakatiya+	2004		✓	✓									✓
Nagarjuna*	2005		✓										✓
Osmania	1959	✓		✓				✓	✓	✓	✓	Both	
SKD	1982					✓		✓	✓	✓	✓		
S.V.	1974		✓			✓		✓	✓	✓	✓	Both	
Karnataka													
Bangalore	1974					✓				✓		Both	
Gulbarga	1980					✓		✓		✓	✓	Both	
Karnataka	1962					✓		✓		✓		Both	
KSWU*+	2007					✓				✓		Both	
Kuvempu	1993		✓			✓		✓		✓		Both	
Mangalore	1982					✓				✓	✓	Both	
Mysore	1965					✓				✓		Both	
Tumukur*	2005					✓				✓		NA	
Kerala													
Calicut	1978		✓			✓		✓		✓			
Kerala	1962		✓		✓	✓	✓	✓	✓	✓	✓		
Kunnur	2009					✓				✓			
Pondicherry													
Pondicherry#	2007					✓						Both	
Tamilnadu													
Annamalai +#	1979	✓	✓	✓	✓	✓		✓	✓	✓	✓	Both	
AVM Pushpam	2004					✓					✓	SF	
Bishop Heber	1992					✓		✓				Both	
Madras	1931		✓		✓	✓				✓	✓	Both	
Madurai Kamaraj	1975		✓		✓	✓				✓	✓		
Bengaluru													
DRTC	1962					✓						Stipend basis	

*Note: *:Newly established state universities; +: Certificate Course; #: PGDLAN; R: Regular; D: Distance mode; F.T: Full-time; P.T: Part-time; Gen: General; SF: Self-finance*

etc. Degree in any subject is the basic criteria for admission into BLIS or integrated MLIS. BLIS is the criteria for admission into MLIS one-year course. The two-years integrated MLIS course seems to maintain standard at the entry level as 14 out of 26 departments under study conduct entrance examination to select the candidates. This pattern is not followed in 1+1 stream by any university except Kakatiya, which conducts entrance test for MLIS (1 year). The eligibity criteria for MS (LIS) of DRTC is exemplary as the basic qualification required is graduation with 60 percentile and a national level entrance test. Such criteria facilitate best intake. Another revelation of the data is with regard to admissions. Though the number of seats

for a regular course is limited and ranges from 20 to 60, the intake for distance education is unlimited in case of BLIS. It is a matter of concern as the professional course ought to supply the manpower in accordance with the demand and not to produce unemployed or low-salaried professionals as it will have negative image on the profession. The regular programmes are following Semester System as per UGC/NAAC stipulation while the distance mode follows year-end pattern.

Majority of the universities are offering the course under self-finance scheme. The fee under self-finance is considerably high and ranges from Rs 10,000 to approximately Rs 35,000. This is possible because there is a demand for the course. In contrast, DRTC offers its course without any fee and infact pays a stipend to the students. It can be generalised that the LIS courses in south India are in demand as the courses are offered through self-finance and distance mode with considerably high fee structure.

5.4 Curriculum

There are little variations in the nomenclature of the papers though the contents are more or less same. The departments devised their syllabi suitable to Choice-Based Scheme Courses (CBSC). The subject content of syllabi are analysed below:

BLIS course content includes: Foundations of Library and Society; Library Classification (theory); Library Catalogue (theory); Library Management; Information Sources and Services; Library Classification (practical); Library Catalogue (practical); and Computer Applications in LICs.

MLIS one-year course content includes: Information, Communication and Society, Management of LICs; Information Processing and Retrieval; Information and Communication Technology (theory and practical) Information Systems and programmes; Research methods and statistical analysis in LIS; and Elective-traditional library system like academic/public/special library systems.

MLIS two-years integrated course has variations in its nomenclature of papers. However, the course content is based on the UGC Model Curriculum (2001)[1], hence for the sake of study of MLIS two-year syllabus offered by 21 departments, the nomenclature of "Model Curriculum" was taken as standard course title. The core papers include: Foundations of Library Science; Knowledge Organisation, Information Processing and Retrieval (theory); Knowledge Organisation, Information Processing and Retrieval (practice); Information Technology: Basics Part 1 (theory), Part 2 (practice); Management of Library and Information Centres; Information Sources and Services (theory); Information Sources and Services (practice); Library and Users Part 1 (theory), Part 2 (practice); Information and Communication; Information Analysis, Repackaging and Consolidation; Information Retrieval Part 1(theory), Part 2 (practice); Research Methods and Statistical Techniques; Information Technology: Applications; and Information Technology: Applications (practice).

The electives/optional include traditional academic, public, special library systems, and innovative courses. For example the DRTC and the universities of Madras, Andhra, Karnataka, etc., enriched their syllabi with more ICT courses like digital libraries; digital library and multimedia; web technology; webpage design; e-publishing; expert systems; knowledge management; database technology and networking; telecommunication and data transmission; content management systems; network technologies; semantic web. The courses include both theory and practicum. For example, syllabi of Departments of Andhra, Mysore and Karnataka Universities include Digital libraries (theory) and Digital Libraries (practicum) as two separate papers.

It is obvious from the analysis that the curricula of MS (LIS) programme of DRTC, Bengaluru, is outstanding with balanced emphasis on all aspects and emphatic on practicum and student-centred learning. Of course the advantage lies in the admission criteria. In the traditional university departments efforts are being made to impart core as well as advanced content by striking a balance between traditional and ICT-based course content. However, the extent of practical training in library automation software and the hours of hands-on practice made by the student are doubtful as commercial packages like LIBSYS, etc. are not available in the departments and packages like CDSISIS/WINISIS are not integrated LIS software. Only option is to train in KOHA or NewGen Lib software packages for which trained teachers are required. A salient feature of Pondicherry University LIS curriculum is practical training in library automation software like KOHA, WINSIS, LIBSYS, SOUL, GSDL, Dspace, and E-prints.

The coordination between libraries and the departments will give the students more exposure and practice in integrated library management software in real-information environment. However, one striking lacunae is that the syllabi do not take care of soft skills, essential for the present day LIS professional, to grab a good employment or to get through UGC-NET examination. There are thoughtful departments that have included it as part of the curriculum. For example, University of Mysore offers a core course on Personality Development and Communication Skills; University of Madras offers a core course on soft skills in all four semesters that are being conducted at the campus

level; Pondicherry University offers a core course on Communication Skills and Public Relations. DRTC syllabus has seminar/colloquia of 4 credits each. The other departments are trying to develop soft skills by adopting teaching/learning techniques like seminar, group discussion, etc., but it is advisable to have soft skills as a core paper in the curriculum to meet the demands of the contemporary information environment.

The course contents are drawn with ample attention to the core as well as elective courses with focus on ICTs except few exceptions and variations. Therefore, the curricula are strong enough to pass on the professional knowledge to the students with regard to its content.

5.5 Teaching Tools

Instructions help students in better understanding of the subject, its structure, analysing current practices in information handling, active learning, and critical thinking skills. To deliver these critical information-seeking skills effectively, teachers have to adopt the active learning methods. Departments are adopting, in addition to the traditional chalk and talk method, new methods of teaching like audio-visual teaching techniques using OHP or LCD, to achieve necessary impact on the learner's comprehension of the subject. Nineteen departments have LCD projector which is an encouraging factor, but e-learning packages and online teaching is a rare feature. Seminars and group discussion are the other teaching methods in vogue.

The distance education programmes of most of the universities are confined to reading material and counseling except BRAO University that developed e-learning packages and tele/video conferencing sessions. It can be concluded that use of teaching tools is not uniform and brings variations in the teaching/ learning practices, especially the learner's comprehension. Developing e-learning packages for LIS courses is a viable alternate that provide an opportunity to receive expert lectures and facilitate self-learning.

5.6 Research in Library Science in South India

Library Science research in India was started in 1948 at Delhi University under the guidance of Prof. S.R. Ranganathan. The establishment of DRTC at Bangaluru in 1962 gave boost to research activity in library science. Later the library science departments of various other universities also initiated research programmes leading to PhD. During 1990s MPhil courses were also introduced. The library science departments of the South Indian universities are in forefront in offering the PhD and MPhil as regular full-time and part-time programmes. There were universities that offered research courses through distance mode also. However, these courses have been dispensed with as per UGC's order to stop research through distance mode to maintain high standards of research. The research programmes of Dr B.R. Ambedkar Open University are however an exception.

It is evident from the Table 1 that 19 universities in south India conducts research courses at PhD and 12 at MPhil levels as full-time programmes, besides DRTC. Dravidian University is set to commence the programme from 2010. The UGC guidelines for research admissions (*Appendix 2*) is followed in all regular research with MLIS with 55 per cent as the basic eligibility with preference to JRF/NET/SLET candidates. However, few departments have set the eligibility criteria as MLIS with 50 per cent for part-time which is against UGC stipulation. Experienced candidates are preferred for the part-time. About 15 Universities conduct eligibility test for research courses to select candidates with aptitude for research work. The number of admissions relates to the number of available research guides. Minimum and maximum allocation of students per guide is reasonable 2 and 6, respectively. The recently established universities like Pondicherry, KSWU, Kunnur are in the process to initiate research and yet to expand the knowledge base of the profession.

5.7 Research Contribution

The research activities of the departments indicates their contribution to the profession in general. Though quantitative output is not a measure, the qualitative contribution does help to assess the constructive research contribution of the department. Table 2 reveals the details of research activities of the departments.

The departments are utilising the support of UGC through major and minor research programmes. Thirteen departments have undertaken minor research projects while six are involved in major research projects. University of Mysore is the leader in research projects with unique contributions of Prof. Shalini Urs. Karnataka University, Dharwad has made a distinction of producing 85 PhDs followed by Annamalai University with 47 PhDs and 72 MPhils, and Andhra University, Visakhapatnam, with 54 PhDs and 36 MPhils. The availability of more research guides may be the reason for more research output. The research contributions of all departments are significant as the value of research lies in the quality than the quantity. However, the major research contributor in LIS is DRTC. DRTC has the distinction of research work, from the time of Prof. S.R. Ranganathan, in classification and other areas to the present in the areas like digital library, semantic web, ontologies, etc. A startling revelation from the data is 800 MPhils produced by Madurai Kamaraj University;

Table 2. Research contribution

Dept/Univ	Research Projects		PhDs		MPhil	
	Major	Minor	Awarded	In Progress	Awarded	In Progress
Andhra Pradesh						
Andhra	1	2	60	30	45 (R)	6
BRA Univ*						
BRAOU	1			9	2 (R)	7
Dravodian*						
Kakatiya+						
Nagarjuna*						
Osmania	1	2(1)	20	20	10 (R)	10
S K D	1					
S.V.			26		14 (R)	
Karnataka						
Bangalore	1	1	26			
Gulbarga		1	30	28	35 (R)	1
Karnataka	02 (1)	6	85	20		
KSWU*		1		5		
Kuvempu		2				
Mangalore			11	24		4
Mysore	12+1		35 (approx)		10 (R)	
Tumukur*						
Kerala						
Calicut			24	6	3 (R)	1
Kerala		4	20	22	18 (R)	6
Kunnur						
Pondicherry						
Pondicherry#						
Tamilnadu						
Annamalai + #						
AVM Pushpam		2	3	8		
Bishop Heber						
Madras	1 (1)	3	24	20		
Madurai Kamara			10		9 (R), 800(DM)	12
Bengaluru						
DRTC	Many areas of LIS					

Note: R: Regular; DM: Distance mode

may be through distance mode. The positive side of it is that it indicates the demand for research in LIS but on the other side it indicates the indiscipline and unwanted pollution of LIS research.

5.8 Faculty

The quality education depends on the performance of faculty as their skills to impart knowledge to the learner are the basis for on campus education system. Apparently that gives campus programmes an edge over distance education. UGC has formulated a comprehensive faculty policy for university education, with an aim to reach out to the learning needs of students. However, in practice there are several variations and hurdles.

Teaching pedagogies generally focus on two aspects—teaching to transmit knowledge, and teaching to facilitate learning. Both the conceptions demand teacher's skills to have efficient learning outcome. The curriculum indicates what the student has to 'learn', but it is teaching that makes the student to 'understand' the concept and acquire the necessary professional skill. It is obvious from Table 3 that faculty position is not rosy in all LIS departments of South India. Though the Andhra and Mysore University departments have full-fledged faculty (8), there are departments that are being

managed with only 2-3 faculty. Pondicherry University is an exception among newly established universities with a faculty strength of six teachers. It is understandable that the newly started State Universities like BR Ambedkar University, Etcherla, Srikakulam; Dravidian University, Kuppam; Karnataka State Women University, Bijapur; Kunnur University, Kerala, are lagging behind in having adequate faculty members but the renowned and well established universities like Madras, Madurai Kamaraj, Calicut, Kuvempu, and Kakatiya universities are also suffering with inadequate faculty which hinders the academic and research work of the departments.

The inadequacy of staff leads to lopsided growth of departments, hence the matter needs to be taken care of. Indeed there is a need to revamp the present faculty structure of the departments. The curricula demands for inter-disciplinary faculty drawn from computers, statistics and management sciences. Further, the focus on practical component in the syllabi suggests for partnership between teaching and practicing professionals to impart the theoretical principles and practical skills.

5.9 Infrastructure

There is a persistent demand to be proactive to global developments in knowledge generation, organisation, and management in digital environment. It is true that if we do today's job with yesterday's tools, we will be out tomorrow. To achieve the task, students need to have adequate infrastructure to practice hands-

Table 3. Faculty

Dept/University	Professors	Associate Professors	Assistant Professors	Teacher Associates/ Contract teachers
Andhra Pradesh				
Andhra	5	1	1	1
BRA Univ*				5
BRAOU	1		1	Counselors
Dravodian*	1		1	3
Kakatiya+			1	7
Nagarjuna*				Counselors
Osmania	2		1	6
S K D		2		
S.V.	4		1	
Karnataka				
Bangalore	2	2	2	
Gulbarga	4	1		
Karnataka	2	1	3	
KSWU*		1	2	4
Kuvempu	1		3	
Mangalore	2	2	1	
Mysore	4	3	1	
Tumukur*	1	2	2	
Kerala				
Calicut		1	2	
Kerala		3	2	
Kunnur	1			5
Pondicherry				
Pondicherry#	1	1	4	
Tamilnadu				
Annamalai + #				
AVM Pushpam Col.	1	3		
Bishop Heber Col.		4		
Madras	2		1	
Madurai Kamaraj	1		2	1
Bengaluru				
DRTC	2	2	1	Guest faculty

on and learn to do. Infrastructure is an umbrella term that encompasses various components. However for the purpose of the study, data (Table 4) was gathered with reference to computer laboratory, knowledge organisation tools like classification schemes, catalogue codes, subject headings lists, department library, and teaching tools.

5.9.1 Computer Laboratory

Information and Communication Technologies (ICTs) are infused with value as the modern and efficient means to move in a global environment. LIS education has to embrace ICTs as part of course content that includes theoretical and practical aspects to develop automated, digital or hybrid information environment. The pressure to integrate technology has left departments to equip with state-of-the-art computer laboratories. The computer and Internet connectivity are essential for LIS students in two ways: (i) to get trained in emerging digital environment and web-based information services; and (ii) for self-learning.

Table 4 reveals that all the departments have computer systems and Internet connectivity, their adequacy is another area of study. There are departments fortunate to have as many as 73 (Madras) and 60 (Madurai Kamaraj) computers while there are departments with 5 (BRA University) and 10 (Calicut, Kunnur, A.V.M. Pushpam) computers also. There is a vast difference in the Internet connectivity, which ranges from 256 kbps to 100 mbps. This indicates that there is no equal access to computer systems and Internet to the students.

Departments located in urban areas possess exemplary computer labs and Internet connectivity, while those in rural areas are lagging behind. For example, Pondicherry University offers WiFi facility and each student has one system to learn and practice and this facility is not available for the students of BRA University, Etcherla. This deprives the student from equal access to learning environment and develops a divide between rural and urban students. In fact it is expected that ICTs will minimise the knowledge divide but the lack of ICT facilities leads to digital divide. This lead to lack of necessary knowledge, expertise, and related confidence that indirectly influences the job market.

5.9.2 Knowledge Organisation Tools

LIS education deals with imparting the means to identify knowledge and the techniques of its organisation. The core of LIS is to train students in the professional skills of knowledge organisation. The specific training requires adequate tools for teaching/ learning exercise.

It is evident from Table 4 that the students are benefited with latest and adequate knowledge organisation tools as the departments possess DDC, UDC (IME), AACR–2, and subject heading lists. However, adequacy of these is a matter of concern. It is expected that each students is provided with a set of tools for practice and also during examination. For example, Karntaka State Womens University has 50 intake while there are 20 each of DDC and UDC. The situation is similar in almost all departments. There are no special grants to the departments to procure the latest knowledge organisation tools, which may be a reason for their inadequacy. It can be inferred that there is differences among the departments in possession of knowledge organisation tools. There is a need to build adequate collection of knowledge organisation tools for in-depth training of the students.

5.9.3 Department Library

Reading the literature makes the student to understand the subject beyond the curricular boundaries. Wide reading makes the budding professional perfect and ignites their creative and innovative thinking. Further, maintenance of reference collection provides an opportunity to student to study and evaluate them. The departments are supposed to maintain a library with focus on latest collections and within the proximity of the students as university library collections may not be adequate.

Table 4 reveals that 50 per cent departments facilitate their students with library. The collections vary between 50 (Gulbarga) to 3,800 (Kerala). Six departments subscribes to periodicals also. However, the data reveals the variations in providing the facility; 50 per cent of the departments do not have a library. In many cases the reason is that the department is either located within the library building or are in close vicinity. Such departments have provided the collections on LIS in the main library. Generally the timings of department libraries and the department's working hours are same but libraries have to provide an extended facility.

It can be inferred that the department's contribution with regard to department library is insignificant as 50 per cent of the departments are not providing the facility and those offering have restricted opening hours, and some even have inadequate collections.

6. SUGGESTIONS

Expansion of LIS education in terms of subject component, practical skills, intake, and infrastructure, demands improved efficiency with greater range and flexibility. LIS education involves interdisciplinary thinking and action, more collaboration, paradigm shift, and new

Table 4. Infrastructure

Dept/ Univ	Computer Lab				Processing Tools					
	No. of systems		Internet	Bandwidth	Classification schemes			Catalog code	Subject heading	Dept Library Bks/JIs
	R	DM			CC	DDC	UDC	AACR2	LC/SL	
Andhra Pradesh										
Andhra	40+12		✓	4 mbps		40	30 (IME)	6	2/4	800
BRA Univ	5		✓	2 mbps		20	20 (IME)	2		
BRAOU		25	✓	2mbps	100	100	1(IME)	24	1/6	
Dravodian	34		✓	512 kb	1	3	1	1	1/3	
Kakatiya	20	10	✓	1 mbps	4	2	1(IME)	2	1	1500
Nagarjuna										
Osmania	27		✓	100 mbps		20	19(IME)	6	0/12	1000 (about)
S.K.D	3		✓		10	12	5 (IME)			
S.V	25		✓		10	30	14(IME)	5	6/5	283
Karnataka										
Bengaluru	40+15		✓	10 mbps		10	5 (IME)	2	0/1	450
Gulbarga	25+15		✓	2 mbps	10	20		5	1/1	50
Karnataka	20		✓	2GB mbps	15	15	15 (IME)	10	2/5	500/2
KSWU	30		✓	2 mbps	15	20	20 (2000)	20	3/5	
Kuvempu	15		✓							
Mangalore	20		✓	20 mbps		15	10 (IME)	2	1/8	
Mysore	25		✓			20	20 (IME)	10	0/10	
Tumukur	25		✓	2 mbps		30	15 (IME)	5		
Kerala										
Calicut	10		✓		30	1	1(IME)	1	0/10	2450
Kerala	15		✓	256kbps	20	5	5(A)	5	0/10	3800/10
Kunnur	10			10 mbps						2000/8
Pondicherry										
Pondicherry	30+8		✓	WiFi		30	3 (IME)			
Tamilnadu										
Annamalai	5		✓	100 mbps						
AVM Pushpam	10									1300/8
Bishop Heber										
Madras	50+23		✓	100 mbps	10	10	8 (IME)	3	2/12	3690/8
Madurai Kamaraj	50+10		✓	10 mbps	20	10	10	2	0/2	1500/5
Bengaluru										
DRTC	12+11		✓	2 mbps						

culture of accountability. Therefore, assuring and enhancing the quality of teaching and learning in LIS teaching is a major concern. The following suggestions are made based on the study of the LIS courses in South India offered by 27 institutions:

- There can be uniform course pattern. BLIS may be confined to distance education and colleges. Campus departments may offer postgraduate courses with limited enrollment and in-depth curricula slanted towards professional training.

- Though the course content is comprehensive, being a professional course, practical component must be given 40 per cent share by all departments. Further the course delivery methods have to be devised as student centered.

- Teaching with educational technologies is very different from teaching in a conventional classroom. "Professors must be prepared to communicate differently and to assert control appropriately in an online medium. They also need to learn to cultivate and sustain relationships with their students online, which can be a time consuming, even tedious, process but which is also a critical part of online teaching effectiveness. A competent teacher could learn how to do all of this 'on the job', but the

likelihood of failing with several highly visible online classes through trial-and-error makes that idea very risky at best"[2].

- It is necessary to establish collaborative efforts among Departments of LIS, to develop and share the learning packages, educational materials and expertise of the faculty.

- All faculty members need to be knowledgeable in their field of specialisation, suitable to the technology driven information environment; for this they have to undergo faculty improvement programmes. Attitudinal changes among the trainers is essential to train our products suitably.

- Partnership between departments and libraries has the potential to develop a student beyond the curriculum. The collaborative approach helps to overcome the equity limitations and prepares the student for entry into the field.

- Next, faculty exchange programmes within the state will facilitate optimum utilisation of expert faculty. Further student exchange programmes between the departments at least for one week will broaden their learning perspectives.

- Finally, LIS courses have to be integrated with other courses on campus such as statistics management, computer engineering, and psychology to avoid duplicate teaching efforts.

7. CONCLUSION

The domain of LIS needs to be redefined to identify the core jurisdiction of the discipline and its necessary adaptability in contemporary times. Indeed the need is to design fresh information science courses keeping in view the changing knowledge society. The efforts of the departments in South Indian Universities are significant but insufficient. It is obvious from the analysis that the curricula of MS (LIS) programme of DRTC, Bengaluru, is outstanding with balanced emphasis on all aspects. Of course the advantage lies in the intake as the creamy layer is opting for this reputed institution. Hence the need of the hour is to devise uniform eligibility criteria and selection policy that can really attract those students with aptitude and attitude for the profession.

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Eligibility criteria, fee structure for LIS courses

Dept/ Univ	Admission						No. of seats						Fee/year					
	BLIS +MLIS				MLIS (2-year)		BLIS + MLIS				MLIS (2-year)		BLIS + MLIS				MLIS (2-year)	
	T	M (%)	T	M (%)	T	M	R	D	R	D	R	D	R	D	R	D	R (Gen/ SF)	D
Andhra Pradesh																		
Andhra					✓						30+10	100					4100 10000	
BRA Univ					✓						30+10						4100 10000	
BRAOU						✓		360		180				2050		4550	10000	
Dravidian					✓													
Kakatiya		✓	✓					75	16+ 4						10000 20000			
Nagarjuna		✓							Above 200 in 7 Centres					4000				
Osmania		40		40			40+10 Campus		18+9+3 Campus				2750 7740		3650 8140			
S.V.					✓						25						6000 10000	
S.K.D					✓						25+5					5000	1000 10000	
Karnataka																		
Bangalore						✓					25						25000	
Gulbarga						✓					45						4500 19500	
Karnataka					✓						22						5000 45000	
KSWU						✓					50						13950 33750	
Kuvempu		✓			✓						24+18						6500 30000	
Mangalore						✓					31						2500 5000	
Mysore					✓						21						6000 31000	
Tumukur					✓						25						NA	
Kerala																		
Calicut		✓				✓	50				21			4,000			3000	
Kerala		✓		✓	✓		NA		20		60			10000	7000 (R) 12000 (D)		2000	
Kunnur		✓			✓												8000	
Pondicherry																		
Pondicherry					✓						30					3000		

Eligibility criteria, fee structure for LIS courses

Dept/ Univ.	Admission						No. of seats						Fee/Year					
	BLIS +MLIS				MLIS (2-year)		BLIS + MLIS				MLIS (2-year)		BLIS + MLIS				MLIS (2-year)	
	T	M (%)	T	M (%)	T	M (%)	R	D	R	D	R	D	R	D	R	D	R (Gen/ SF)	D
Tamilnadu																		
Annamalai		✓		✓	✓		Unltd	Unltd			20			50 00		5000	4000 10000	
AVM Pushpam						✓					30						3000	
Bishop Heber					✓						20+5						3800	
Madras											30							
Madurai Kamaraj		✓		✓				1000		500	20					3500	4500	
Bengaluru																		
DRTC					✓											NA		

Appendix 2

Eligibility criteria for admission in research programmes

Dept/Univ	Eligibility				Admission								No. of seats: MPhil		No. of seats: PhD	
	MPhil		PhD		MPhil				PhD							
	FT	PT	FT	PT	FT		PT		FT		PT		FT	PT	FT	PT
					Test	Marks	Test	Marks	Test	Marks	Test	Marks				
Andhra Pradesh																
Andhra	JRF/ NET/ MLIS 55%	MLIS 55% + Exp			✓			2-yr + Exp	✓			4-yr Exp	5/ guide	5/ guide	5/ guide	
BRA Univ																
BRAOU		MLIS 50 %		MPhil				✓			✓			12		12
Draviidian	MLIS 55%	MLIS 55% + 2/3-yr Exp			✓						✓					
Kakatiya																
Nagarjuna																
Osmania	JRF/NET/ MLIS 55%								✓				✓		6+2/ guide	
S.K.D.																
S.V.																
Karnataka																
Bangalore	MLIS 55%								✓			6-yr			6/ guide	
Gulbarga	JRF/NET/ MLIS 55%		MLIS 55 %	MLIS 55 %	✓			2-yr	✓			4-yr	2/ guide		6/ guide	
Karnataka	MLIS 55 %		MLIS 55 %	MLIS 55 %					✓			Exp			6/ guide	
K.S.W.U.	MLIS 55%		MLIS 55 %	MLIS 55 %					✓			4-yr			6 / guide	

Eligibility criteria for admission in research programmes

Dept/Univ	Eligibility				Admission								No. of seats–MPhil		No. of seats–PhD	
	MPhil		PhD		MPhil				PhD							
	FT	PT	FT	PT	FT		PT		FT		PT		FT	PT	FT	PT
					Test	Marks	Test	Marks	Test	Marks	Test	Marks				
Karnataka																
Mangalore	MLIS 55%		MLIS 55 %	MLIS 55 %				✓	3-yr Exp			4-yr Exp			5/ guide	
Mysore			MLIS 55 %	MLIS 55 %					2-yr				10		5+2+1 guide	
Tumukur*																
Kerala																
Calicut	MLIS 55 %				✓				✓				1		5	
Kerala	MLIS 50 %	MLIS 50%	NET	Exp	✓		✓		✓			✓				
Kunnur	MLIS 50 %								✓							
Pondicherry																
Pondicherry			MLIS 55 %						✓						10	
Tamilnadu																
Annamalai									✓							
AVM Pushpam				MLIS 55 %												11
Bishop Heber									✓							
Madras			MLIS/ MSc	MLIS + 4-yr Exp						✓	✓	✓			8/guide	
Madurai Kamaraj			MLIS MPhil					✓		✓					1	
Bengaluru																
DRTC																