Preparing Future Librarians in India : A vision for LIS Schools of Indian Universities in the 21st Century

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01.   Abstract and Introduction

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. Education today is the most important investments that government of different states and countries make. Developed as well as developing countries of the modern era need to stress on building the creative and productive capacities of their workforce. In this "increasingly globalised economy, knowledge and the skills are key differentiators of nations as well as individuals" (Gates, 2008). It is "globalisation which determines the university education and research trends emerging today" (Thrift, 2007). The global education is not merely confined to where students go to learn and the methods of teaching but it is also about what they learn and how equipped they are at the end of their degrees. Only academic knowledge of the students may not serve the purpose today. Educationists and faculty members have also to think seriously about developing their employability and to equip them with skills they need to succeed. We definitely need "a new global knowledge infrastructure to encourage research, development and education" (Thrift, 2007).

011. Growth and development of higher education in India

The last two decades have definitely witnessed the tremendous change in the higher education system in India, particularly in its size and growth. Higher education in India has a continuous and long tradition. It started with the spiritual aim and it was restricted to a limited section of the society. During the ancient period of Indian history we come to know about the well-known universities of Takhshila and Nalanda and the networks of Gurukuls, Ashramas, Granthakutis and Parishads run by scholars and gurus. During the middle ages the Persian and Arabic languages and culture flourished mainly due to the Muslim rulers who gave patronage to them. The Britishers had their own contributions of

introducing English in Indian education system. Independent India not only opened the doors of education by introducing compulsory universal primary education but also gave adequate attention to higher education, which supplied a wide range of increasingly sophisticated manpower required in industry, agriculture, academic field and various services and administration.

Since independence there has been a significant growth in the infrastructure in higher education which provides education in arts, physical sciences, humanities, social sciences, engineering, management, medicine, agriculture, architecture and a variety of other courses. On the other hand, participation in higher education in India is still inadequate. It is about "6% of the relevant age group of the students enrolled at the primary school level" (Nair, 2004). This is undoubtedly low compared to about 50% enrolment of the relevant age group in the developed countries. It is "abysmally low in post-graduate and research programmes" (Nair, 2004). Higher education in India has provided ideas and men to give concrete shape to the future and sustain other levels of education. The rise of information industries in India, during the later part of the 20th century, has created new opportunities and scopes for innumerable people in various disciplines. On the other hand, the ever-increasing growth of knowledge, which became multidimensional and infinite, was creating some problem for the knowledge seekers as well as knowledge workers of the present-day knowledge society. Thus with the development of higher education, in the present society, there was a need for more effective access to recorded knowledge and which could only be provided by the library and information professionals of the present century.

1. Libraries and Library Professionals in India

The libraries all over the world are now responding with adaptability, creativity and flexibility. Indian librarians of today serve in a society which is actually in flux, torn by the technological revolution and rapid political changes. Librarians and information professionals in India are now experiencing both excitement and anxiety as a result of the sweeping societal changes. As opined by a scholar, "immediacy, availability and affordability are key attributes of libraries in the new millennium" (Anderson, 2004).

It is from the beginning of the 21st century that library and information professionals working in India, are facing various paradigm shifts which include :

- The transition from paper to electronic media as the dominant form of information dissemination, storage and retrieval
- Increasing demand for accountability along with focus on customer services, performance measurement, bench marking and continuous improvement
- Introduction of new forms of work organization such as work teams, job sharing, outsourcing, telework, re-engineering etc.

In order to deal with the present situation LIS professionals of India have to play a more 'proactive' rather than 'passive' role. They have to learn, develop and nurture various types of competencies required in library field. Who can make them 'proactive'? What they have to learn? What types of competencies they actually need? How they can nurture various types of competencies? Answers to all these questions can be properly handled and dealt with by the faculty members and administrators of different library schools located in the various universities in our country.

2.   Role of Universities in development of LIS professionals

In preparing the future librarians of India, in making them more proactive, the library and information science departments of different universities can definitely play a significant role. In 1923 when C. C. Williamson published his Report on library education, he recommended that the library schools be placed in the universities. The university and institution dedicated to formal education would be able to do an adequate job in preparing librarians. The universities are in a better position to establish and maintain standards and more likely to attract to the profession the men and women with college training. As stated by a scholar "The largest number of accreditated schools of library and information studies in the United States are located in research universities" (Stieg, 1992). Most educators feel that professional schools can upgrade their quality only when practical teaching and applied research are in combination with basic enquiries and instructions. This kind of situation can exist only within a university setting. Location of LIS education in the university has according to a scholar, "proven to be a very mixed blessings, bringing many benefits, but at the same time creating problems"(Stieg,1992). The significant disadvantage of this system is that universities have their own rules, values and ways of operating which have not always matched with those of the profession. This incompatibility is true of all professional education and library education is not an exception to that.

3. Library schools of Indian universities during the pre-independence era (1915-1946)

The Indian LIS schools established in university setting began to grow from the 2nd decade of the 20th century. A chronological development of the earlier LIS schools of some well known universities in India during the pre independence period are recorded below:

1915 – Asa Don Diconson, an American, who was the Librarian of Punjab University, Lahore (now in Pakistan) started a training programme at **Punjab University.** [Incidentally, the first library school in India, which was not under any university, was established in 1911 at Baroda by another American, W. A. Borden]. The course of Punjab University "hearlded the beginning of library science education on a formal note at university level" (Kumar & Sharma, 2009).

1931 – **University of Madras** took over the school of library science started by Madras Library Association and continued the certificate course which was initiated by the association in 1929.

1935 – The Department of Library Science, **Andhra University** introduced Diploma course in library science. This was the first diploma course conducted by any Indian university.

1937 – The Certificate course of **Madras University** converted by one year post-graduate diploma course. University of Madras was the first university in India to offer one-year post graduate diploma in library science.

1941 – **Banaras Hindu University** started its post-graduate Diploma course in library science. It was the second university after the University of Madras to start a PG Diploma course in library science.

1943 – **Bombay University** started a part time evening course leading to Diploma in Librarianship. It was the post graduation diploma course of two terms duration.

1945 – **University of Calcutta** started a one year Diploma course in librarianship and it was converted to a degree course during the later part of 1960s.

1946-47 – Delhi Library School at **University of Delhi** was established in 1946 under the faculty of arts. The Department started one year post-graduate diploma in library science in 1947.

Thus we find that a few well known university covering northern, southern, eastern and western part of India started librarianship training programme during the pre independence period. Some of these courses were short in duration ranging from three months to one year. Most of these courses offered diploma in library science. Many universities of pre-independence era which started certificate course was converted into post-graduate course. Thus "India became one of the first countries to introduce full time post-graduate courses in universities" (Kumar & Sharma, 2009).

4. Library Schools of Indian universities during post-independence era

Department of Library Science in University of Delhi which started in 1946, flourished and developed during the post-independence era. It was the first independent department of its kind at the university level. This university is the first university to establish a separate department of library science just like any other discipline. In 1947 the first post graduate diploma course was started and it awarded its first diploma in library science in 1948. A two-year course, the first ever Master Degree course in library science was also started in university of Delhi in 1949. It was the first university in the country as well as in (the British) commonwealth to introduce Doctoral studies in library science. D B. Krishna Rao was the first person to register as a Ph. D. candidate in University of Delhi during the 1952-53 academic session and he was awarded the degree in 1957 under the guidance of S. R. Ranganathan, the father of Indian library science.

It was during the later part of 1950s, that is in 1957, that **University Grants Commission** (UGC) appointed a Library Committee under the chairmanship of S. R. Ranganathan. The Report of the Advisory Committee for Libraries, appointed by the Govt. of India was released in 1959. It dealt in details with 'training for librarianship'. One of its important recommendations was that "University Grants Commission should strengthen the existing Diploma courses in the first instance in order to enable the universities running classes in library science to create separate departments of library education and give adequate financial assistance to the universities for this purpose" (India, Advisory Committee for Libraries, 1959).

In 1961 UGC set up a Review Committee on Library Science under the chairmanship of S. R. Ranganathan. The main objective of this Committee was to improve the standard of library education in India. 1960s should be considered as a period of great

expansion of library education in India. There were about "72% library schools established during this period" (Kumar & Sharma, 2009).

It was during 1960s that along with the universities opening LIS courses, two well-known documentation centres in India viz. Documentation Research and Training Centre (DRTC) and Indian National Scientific Documentation Centre (INSDOC) started offering Associateship in Information Science in 1962 and 1964 respectively. The former institute was established in Bangalore and the other one in New Delhi. These two institutions are still continuing these courses successfully and bringing out future information professionals who are mainly getting jobs in scientific and research institutions in India. In 2002 INSDOC merged with National Institute of Science Communication (NISCOM) and was renamed as National Institute of Science Communication and Information Resources (NISCAIR). The qualification required in NISCAIR for admission in this course is a master's degree in any subject or a B.Lib. Sc. / BLISc with three years experience. It shows that any person who does not have any library science background can also be admitted in this course. On the other hand, DRTC admits students who have bachelor degree in library science or a master's degree in any subject with a minimum of two years library experience.

In 1966, Working Group on Libraries of the Planning Commission, submitted its Report which contained two recommendations regarding library education :

- "The Group recommends assistance to the Delhi Public Library to have its badly needed building and has provided for the revival of All India Institute of Library Science"
- "If the country is to have the public library services as recommended by the Group it will need 12000 new libraries, besides upgrading the skills of the existing librarians. The Group therefore recommends the setting up of State Library Institutes, on the lines of All India Institutes, to train graduate librarians and enable the Indian and State Library Associations to train librarians at the undergraduate level".

As we know that to train professionals for public libraries or any type of libraries is considered to be the function of universities and colleges affiliated to universities, the above recommendations could not be implemented.

Along with the formation of different committees and commissions to look after the development of library science education in India, a few more universities opened their library science departments during the sixties and seventies of the 20th century. Five universities viz. Aligarh, Andhra, Madras, Osmania and Rajasthan - were conducting a certificate course, the intention was "to train semi-professionals who can manage elementary and high school libraries" and also help in working in "junior positions in college, university, public and research libraries".(Toney,1967)

M. Phil. course in Library Science was started in 1978 by Delhi University. It was to act as a bridge between M. Lib. Sc. and Ph. D. and helped to prepare students for pursuing research.

In LIS courses information component was given a high priority from the later half of 1970s and nomenclature of 'library science' 'was changed to 'Library & Information

Science' during this period. During the early parts of 1980s Distance Education Programmes were being introduced in different universities in our country. A separate university on Distance Education and Open Learning known as Indira Gandhi National Open University (IGNOU) was established in 1985 in New Delhi.

The IGNOU has a set of diverse educational needs towards Library and Information Science Education in Distance mode. In addition to printed textbooks it took the help of audio-visual equipment and also launched its academic counselling through Television Network. It has adopted improved assessment system. The establishment of this university was followed by an elaborate distance mode education system in our country. Initially it offered graduate programme but later on this was extended to post-graduate research programme. It was during 1980s that there was the advent of microcomputer in libraries and activities and process related to collection, storage and retrieval of information started to be computerized. All these areas were included in the syllabus of LIS education. In the later part of 1980s there were 66 university departments offering Bachehor's Degree (BLIS), 38 offering Master's Degree (MLIS), 4 Master of Philosophy (M. Phil.) degree and 19 schools were offering Doctoral Programmes (Ph. D.) in LIS. In India there exists three parallel systems of Distance Education for LIS. One that exists in conventional university sponsored distance learning programme on the campus, second, conventional university sponsored distance learning programme with different study centres and third, the Distance Learning University itself. It was during 1990s which saw the use of CDS/ISIS software package by libraries and its popularity. It was also included in the LIS syllabi of different universities.

A Curriculum Development Committee (CDC) was constituted under the chairmanship of Prof. P. N. Kaula which placed its report in 1993 "for framing the guidelines to revamp the curricular programme and enhance infrastructural facilities" (Varalakshmi, 2007) for LIS departments in our country.

Until the year 2000 most of the library schools in India were following the curriculam recommendation of the Report of University Grants Commission Review Committee, 1965 and a few were going through the guidance provided by the Kaula Committee (1993).

By 1997, 79 universities were offering Bachelor's Degree (BLIS), 67 Master's degree (MLIS), 4 Master of Philosophy (M.Phil) and 39 universities were offering Ph.D. degree.

In 2001, another committee was appointed by the UGC under the chairmanship of Prof. C. R. Karisiddappa. This **Curriculum Development Committee** (CDC) included various experts of library and information science who contributed significantly in designing the national curriculum for LIS education. It framed a modular curriculum keeping in view the present development in the job market in India and suggested a 60:40 approach for practical and theoretical papers respectively. "The practical sessions include hands-on-experience assignments, seminar presentations and demonstration of LIS students during the course of study" (UGC Model Curriculum, 2001).

5. Current Trends in LIS Education in India

Technology has become an integral part of LIS education in India. Particularly from the last decade of 20th century, the majority of LIS schools in India started offering courses on computer applications and preparing their students for the electronic information environment.

There is a growth of **Distance Education Programme** in LIS which are being conducted by various universities of India. As we find from a report published by the Association of Indian Universities (AIU) in 1997 that 5 universities offer Certificate in Library and Information Science (CLISc), 5 Diploma in Library and Information Science (DLISc), 15 Bachelor of Library and Information Science (BLISc) and 7 Master's in Library and Information Science (MLISc) through distance mode of education.

As far as **curriculum content** is concerned, LIS education today not only includes specific library based subjects like classification, cataloguing, reference service etc., but also some related areas like computer application, statistics, information science management studies and operation research. Various departments are now offering parallel courses like Master in Information Management (MIM), P G Diploma in Digital Libraries, courses in Health Sciences Librarianship etc. M. Phil. Courses in LIS are introduced in different universities either in formal or in distance mode. Some of these are self-financing courses where several working librarians are also participating.

Research Methods used in Doctoral research has gone through several changes during last fifty years or so. Researchers of present days are using variety of research methods including bibliometrics, content analysis, experimental research comparative studies between traditional and web-based courses and methodology of design, development and delivery of web-based learning resources are the emerging area of research.

Library schools are emerging as **full- fledged Departments** with full time heads and full time teachers along with computer laboratories. Two years integrated Master's of Library and Information Sciences is offered in some of the LIS schools. A few are having separate BLISc and MLISc courses.

The establishment of **National Knowledge Commission** (NKC) by Govt. of India in 2005 is undoubtedly helping the library and information professionals of our country. It has recommended setting up of a National Commission of Libraries (NCL).

Faculty members are increasingly getting involved in taking courses in IT and also attending seminars and conferences on IT. Most of the faculty members are having Ph.D. in LIS those who do not have a Ph.D. are working towards it.

Students are getting greater exposure towards information technology. Some of the present days students have expertise in computer application. This definitely helps the LIS departments. In the near future a day will come when each and every student will have his/her laptop as an essential tool for his/her learning.

Side by side, when we look by the services provided by the libraries in India, we find most of the libraries are switching over from traditional type of services, (such as documentation services, reference services, inter-library loan, catalogue based services, current awareness services (CAS) and selective dissemination of Information (SDI) services) to online and e-generated library services. Application of information and communication technology has revolutionized the whole environment of Indian libraries and information centres.

6. Problems of LIS Education in India

(a) <u>Non-existent of accreditation bodies</u>

In order to achieve academic excellence it is essential to have standards and norms of LIS education. Innumerable LIS schools are being established without following minimum standards and norms. Practically, "no new LIS school should be established without the approval of . . . accreditation agency" (Singh, 2003).

In 1976, **International Federation of Library Association and Institutions** (IFLA) in its Annual Conference passed a resolution that "to maintain uniformity in the standard, in to LIS Education programmes in the country, the Government of India be requested to create a Library Science Council on the pattern of Indian Medical Council" (Baba, 1999). Not much has been done even with the establishment of the **National Assessment and Accreditation Council** (NAAC), a body set up by the UGC in 1994, "to establish quality in higher education in India" (Sarkhel, 2006). Unfortunately, there is no national accreditation body as such, as yet, specifically for LIS education in India.

(b) <u>Emergence of new LIS schools:</u>

There is an ever increasing growth of new LIS schools all over India. These are either formal, non formal, or in distance mode. Many of these schools do not have minimum basic facilities. Emergence of such types of institutions has led to the production of sub-standard library professionals. It leads to the creation of more and more problem of unemployment in the job market. Many universities which are conducting distance education courses in LIS, neither have adequate number of teaching centres, nor have any control over the admission procedures and are allowing more and more students in their courses. The departments do not have minimum infrastructural facilities including computer laboratories, class rooms, teaching aids and even reference tools which are essential for teaching practical papers in LIS. On the other hand, "competition in the job market is increasing day by day as production is much more than the demand" (Singh, 2003).

(c) <u>Insufficient Faculty Strength:</u>

Even in the present century there are some library schools in India which have still majority of faculty manned by part-time teachers with the University Librarian as the head. A university in Calcutta, even in a couple of years back, had only three full time teachers and more than a dozen part-timers in its LIS department. We know, that the **University Grants Commission (UGC) Review Committee**, 1965, had rejected the practice of employing library staff of the university as part-time teachers and

recommended one Reader and two Lecturers for a department conducting BLISc course, and one Professor, two Readers and four Lecturers for a department conducting MLISc course. Even now i.e. after the forty three years of the UGC Review Committee Report, I know a few LIS departments of our country are having much less than the required staff. One of the premier universities of our country which has completed 152 years of its existence, does not have a full-fledged post of Professor in the department of Library & Information Science, even now.

(d) Lack of proper library facilities:

Most of the LIS departments in our country do not have an adequate library facility in the departments. In many departments a few out of date and obsolete books are stored. A few departments which are having some current books do not provide any access to the students for home lending or even reference purpose.

(e) Curriculum updating:

Many LIS schools in India hardly revise and update their syllabi in a regular basis. These syllabi are need to be restructured to accommodate emerging changes in the field of knowledge. If well-designed curricula are adopted and implemented, we may expect quality education suitable both for the practicing library professionals as well as teaching staff.

(f) Inadequate physical facilities

'Physical facilities form an essential component of the infrastructure' (Kumar & Sharma, 2009). Many LLS schools do not have separate building separate class rooms, separate IT laboratory , adequate furniture, teaching equipment, tools for cataloguing and classification, over head and LCD projectors and even well maintained black and white boards along with chalks and dusters.

(g) Little attention for selection criteria:

We always expect intelligent and meritorious students for our LIS departments. As a result we have several screening procedures while admitting the students. Some universities hold an entrance examination for admission to different courses particularly for BLISc, MLISc, M.Phil, Ph.D. The admission criteria should be laid down in such a way that some weightage is given to qualifying marks in the entrance examination, beside some other weightages including academic record, highest educational qualifications, professional experience etc. Students with good qualification sometimes join the course but many of them are not enthusiastic in continuing it and leave it when they get any other choice. Therefore "more attention towards selection criteria is needed to attract the best brains"(Singh, 2003). In some schools preference is also given to deputed candidates who are already working as 'Semi-professional Assistants' / 'Senior Library Assistants' for at least 3 years. The criteria for selection in this category should be in order of merit.

(h) Lack of Apprenticeship Programme:

Hardly there is any in-service training or apprenticeship programme in most of the LIS schools in India. Lack of such types of programmes create problems, when the students join as professionals in different libraries and Information centres. The central library of the some university having the LIS department, may help in conducting such types of programme. Such types of training increase the competency building of the students and give them the opportunity to learn more in a pragmatic way.

(l) <u>Dual Responsibility:</u>

A few Professors of LIS departments in India, are also in charge of the university library. This is not a healthy practice. Headship in a department involves important administrative work along with academic pursuits. The present day librarians, on the on the other hand, are having tremendous responsibility and involvement in their day to day work. This type of dual responsibility is neither good for the department nor for the library. As long back as 1979, the UGC panel on Library and Information Science had recommended for the independent status to the LIS departments but even now some of the states in India are continuing the practice of 'dual responsibility'.

Suggestions / Recommendations:

Thus we find our LIS departments are confronting with several problems in the process of preparing future librarians in India. Following suggestions may help us to build and develop better professionals in the library and information field:

- To develop among students and research scholars a scientific approach for cultivating a scientific mind.

- A **National Centre for Education and Research** (NCER) has to be established in a view to help in coordinating a few cooperative programmes, like exchange of personnel, curriculum planning, extension lectures etc.

- **LIS syllabus has to be revised** from time to time incorporating new areas of knowledge and eliminating irrelevant and obsolete areas. A proper balance has to be made between theory and practice. Courses like 'Knowledge Management', 'Information Literacy', 'Communication Management', 'Web 2.0 /3.0', 'Multimedia', 'Records Management', 'Users Study', etc. are to be included in each and every syllabi of LIS education.

- **Continuing Education Programme of faculty members** must get high priority. Teachers should keep themselves always up to date with latest technologies. Working Librarians on the other hand, should also attend various orientation and refresher courses regularly organized by the LIS schools. At present "there is hardly any set policy for continuing education programme for LIS professionals" (Dasgupta & Satpathi, 2006) in most of the universities of our country.

- **Appointment of teachers in LIS schools** have to be on the basis of following criteria:

    a) sound knowledge of the subject;

b) effective communication skill;

c) capable to learn appropriate methods of teaching; and

d) capable of using suitable instructional materials.

- A **National Council for Accreditation of Library Schools** (NACALIS) to be established under the provisions of the Library and Information Education Act, that can be enacted by the Parliament of India.

- A recommendation for setting up a **National Institute for LIS** (NILIS) be made to the Govt. of India with immediate effect. This type of Institute may help to achieve educational excellence and may assists the Librarians / Information Scientists in solving research oriented problems.

- **University Grants Commission** (UGC) should help in providing guidelines regularly for developing LIS education in India.

- The professional bodies like **Indian Library Association** (ILA) **Indian Association of Special Libraries and Information Centres** (IASLIC), **Indian Association of Teachers of Library Science** (IATLIS) and different State Library Associations, should organise useful courses, seminars and conferences which may help in preparing future librarians of the country.

- The **Government of India** should play a leading role in promoting LIS education in India, by creating more job opportunities for LIS professionals and removing disparity in pay scales among LIS professionals. The National Knowledge Commission (NKC) which was established by Govt. of India in the year 2005, should immediately start the work of National Commission on Libraries (NCL) as recommended by the NKC. It will definitely revamp the library and information science education, training and research facilities.

- Each and every department of LIS schools must have adequate **infrastructural facilities**. A separate building for Library & Information Science department is the need of the hour. At least separate class rooms, computer laboratories, seminar hall, rooms for the faculty members, office room, store rooms are essential for any department big or small.

- Each and every LIS department should have a **departmental library** equipped with current books, journals, reports, projects, research works and audio-visual materials. Each and every student of the department should have easy access to all types of library materials in the departmental library.

- **Orientation and refresher courses** are to be organised frequently in the LIS departments.

- A **National policy for LIS education** in the need of the hour. There should be a body responsible for making manpower projections for the market at different levels and also making policies and educational programming. As LIS graduates passing out are more in numbers than number of posts vacant, there is a trend of unemployment or under-employment in the LIS profession.

- Each and every department should have adequate **teaching aids** including OHPs, LCD projectors, Laptops. These teaching aids help in creating interest among students.

- In order to **improve quality of research**, talented students are to be motivated and adequate financial assistance be provided for their professional development.

- There should be a **control mechanism for unplanned proliferation of LIS schools**. No LIS school, formal, non-formal or in distance mode be allowed to start their courses without adequate facilities.

- There should be adequate **training facilities** to update the professional competence of teachers in service. In-service, on-the-job or even 'value clarification training' which is "designed to help people understand and develop their values effectively" (Pareek & Rao, 2005) have to be organised by each and every LIS school.

- A few universities may be allowed to open **courses in distance mode**, provided they have qualified manpower and adequate infrastructural facilities.

- Bright and **meritorious students have to be motivated** and attracted to join our profession by providing scholarship, fellowship and various types of awards.

- A **programme of 'Apprenticeship'** after the completion of BLISc/ B. Lib.Sc. course should immediately be started in our profession.

- University authorities have to take **initiative in filling up teaching posts** of LIS departments along with other departments.

- There should be an independent status for each and every LIS department in India and the system of **'dual responsibility' should be abolished** with immediate effect.

Conclusion

The teachers of library and information science of various universities can play a significant role in inculcating among their students, the future library and information professionals, the value of attitude, skills and knowledge (ASK). The syllabus of LIS schools can be designed accordingly. Unplanned proliferations of LIS schools, lack of infrastructure in various LIS departments, lacune in training facilities, gap between teaching and practice, lack of coordination between LIS schools and the central library of the same institution and increasing unemployment and underemployment in the library field are some of the serious problems which have to be overcome as soon as possible.

The criteria most commonly used in LIS guidelines state that learning takes place if instructions provide certain inputs or resources (e.g. curriculum content, limited class size, full time faculty, student workload, documented polices, equipped class room and libraries). 'IFLA-ET Section has attempted to try to support the procedure and produced the Guidelines for professional LIS programmes which define accreditation requisites' (IFLA, Section Education & Training, 2000).

Quality enhancement is the need of the hour. The approach to quality assurance in LIS, used only in 10% of LIS Schools in Europe, is the application of industrial standards such as ISO 9000 and management systems such as Total Quality Management (TQM) and European Foundation for Quality Management, (EFQM) 1992. The quality management systems offer for LIS University Departments "the possibility to achieve and monitor excellence by looking at financial aspects, internal process, effort of change, innovation and impact of communication" (Herget, 2003) and alumni surveys.

In order to measure educational excellence, LIS schools can examine resources, reputation, and curricular content. The standard of resources has the merit from administrative point of view that different types of resources like – staff, student, finance, academic facilities – can be assessed and evaluated. The reputation is formally assessed in surveys which determine the collective opinion of a given group. The rankings that result from such a survey attract faculty as well students. Faculties can be evaluated in terms of Nobel prizes and other awards won, membership of the higher academic bodies, different fellowships attending national and international conferences and contributing technical paper in reputed journals.

Information literacy is a key component of and contributor to life-long learning. Incorporating 'information literacy' in the curricula in all programmes and service needs collaborative efforts of faculty, librarians and administrators.

Today LIS profession in India has attained a status of a full-fledged discipline. However even now, it has not yet been regarded at per with other well-known professions. As a result we do not get exceptionally bright students in our courses. Issue has come when our library associations such as ILA, IATLIS and IASLIC should give serious thinking to find out truly solutions to overcome the existing problems and to introduce new techniques for overall development.

There is a need for quality indicators in LIS educations in India. Three types of quality assurance have emerged from various LIS guidelines and standards- these are

> i) Programme Orientation
> ii) Education process orient action
> iii) Learning outcome orientation

Most accreditation quality assurance models are based on programme orientation which stresses accountability and it is teacher driven. Staffing quality indicators include attention to the use of effective procedure in teacher selection criteria (Medical Library Association, 1992). Quality indicators balance participants and employers needs and aspirations. Students' involvement in teaching and learning process is becoming imperative day by day. Thus time has come when our library associations such as ILA, IATLIS and IASLIC should give serious thought to find out timely solutions to overcome the existing problems and to introduce new techniques for overall development of LIS education in India.

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