Malaysian Journal of Library & Information Science, Vol.8, no.2, Dec.2003: 1-17

LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA: ISSUES AND TRENDS

S.P. Singh
Department of Library & Information Science
University of Delhi,Delhi-110007India.
e-mail: singh_34@yahoo.com

ABSTRACT

This paper traces the emergence of library and information science (LIS) education in India before and after independence. Describes the current status, the different patterns and levels of LIS education, as well as the research programmes being offered by various universities. Provides an overview of the institutions providing LIS courses at various levels through regular courses and open schools. Emphasizes the need for having a national level accreditation body to maintain uniformity and standards in LIS education. Discusses the problems affecting the status of LIS education and suggests ways to solve these problems and the approaches to prepare the LIS professionals to face the growing challenges of the job market.

Keywords: Library science education; Librarianship; Library schools; Accreditation; India

HISTORICAL BACKGROUND

India has witnessed a slow and steady growth of Library and Information Science (LIS) education. The foundation of LIS education in India dates back in 1911 when W.A.Borden (1853-1931), an American disciple of Melvil Dewey, for the first time started a short term training programme in library science at Baroda under the patronage of Maharaja Sayajirao III, Gaekwad of Baroda (1862-1939). Four years later in 1915, another American student of Dewey, Asa Don Dickinson (1876-1960), the then librarian of Punjab University, Lahore (now in Pakistan) started a three-months apprentice training programme for working librarians (Satija, 1993 p.37). Before independence, only five universities (Andhra, Banaras, Bombay, Calcutta and Madras) were offering the diploma course in library science.

After independence, new colleges, universities, educational institutions and learned societies were emerging and the need for professionally qualified personnel to manage their libraries was realized. As a result, the number of library science schools started to increase. Library associations which exist at various places started providing training courses. Dr S.R. Ranganathan started a

certificate course at Madras Library Association in 1929 which was taken over by the University of Madras, and in 1937 the course was converted into Postgraduate (PG) Diploma in Library Science. This was the first diploma programme in Library Science in India. University of Delhi was the first university to establish a full-fledged Department of Library Science just before independence in 1946, and started admitting students to the PG Diploma in 1947. In 1951, the diploma was changed to Master in Library Science (M.Lib.Sc). Later, between 1956 to1959, six new LIS departments were established (Mangla, 1998, p.287) at Aligarh Muslim University, M.S.University of Baroda, Nagpur University, Osmania University, Pune University and Vikram University. Since 1960s, the number of LIS departments established has continued to increase.

During this period, several institutions played important role for the development of LIS education. University of Madras started her first PG Diploma in library science. University of Delhi contributed many firsts such as the starting of Master in Library Science in 1951; which in 1972, on account of a major course revision was renamed Master in Library and Information Science (MLIS). The department name was also changed to Department of Library & Information Science. The course on 'Computer Applications in Libraries' was introduced for the first time in the MLIS programme in 1972. The M.Phil programme started in1978. The first Ph.D. was awarded to D B Krishna Rao in 1957, under the guidance of Dr. Ranganathan. At that time it was the only university in the whole of the British Commonwealth conducting Ph.D programme in LIS.

THE PRESENT

Over a period of time, LIS has grown and developed into a full-fledged discipline; courses are being imparted by university departments, institutions, library associations and specialized institutions.(Appendix 1). Data about these institutions was gathered from published sources (Association of Indian Universities, 2003; Dutta and Das, 2001; Patel and Krishan Kumar, 2001; UGC Model Curriculum, 2001). Tables 1 to 3 (in Appendix 1) shows the current status of these courses. Analysis of the data reveals that 85 universities and 32 colleges and institutions affiliated to universities are offering regular courses, whereas 27 universities are conducting these courses through distance education. However, the certificate and diploma courses are not taken into account. The number of universities (including distance education) offering LIS programmes is as follows: 120 universities are offering bachelor's degree, 78 are offering master's degree, 21 are offering two-year integrated course, 16 universities are offering M.Phil degree, and 63 are offering Ph.D. degree. In addition, NISCAIR (formerly INSDOC), New Delhi and DRTC, Bangalore are offering a two-year

Associateship in Information Science, which is recognized by some universities as equivalent to Master's degree.

India maintains its Third World leadership in library research in library education and literature (Satija,1998, p.21). The University Grants Commission (UGC) and Indian Council of Social Science Research (ICSSR) are promoting LIS research programmes by awarding scholarships to doctoral students. The National Commission on Science and Technology (NCST), New Delhi, Raja Rammohun Roy Library Foundation (RRLF), Calcutta, and ICSSR are also providing research grants for non-doctoral research. The Defence Scientific Information and Documentation Centre (DESIDOC), Delhi, provides Junior Research Fellowship (JRF) in LIS (Dutta and Das, 2001, p.26).

NEED FOR REDEFINING LIS OBJECTIVES

The LIS education aims at providing trained manpower to manage different types of libraries, information and documentation centres which, over a period of time have undergone changes in terms of needs, functions, types and range of services offered, as well as tools and techniques being used when offering the services. Application of information and communication technologies has revolutionized the whole concept of libraries, the system of information storage and retrieval and ways to access the information. Therefore, the objectives of LIS education also need to be redefined. The students need to be more practical oriented and should be equipped with intensive and extensive knowledge on the use of IT in libraries. Application of technology has opened up new vistas and thus, all LIS schools should think seriously in terms of the changing context. Students need to be given adequate knowledge of computers (including hardware), computer and communication technologies, networks and networking, operating systems, Internet concepts, database management systems, with adequate practical exposure to handle these technological devices.

LEVELS OF LIS EDUCATION

The LIS education in India is offered at various levels such as certificate, diploma, degree, Associateship in Information Science (AIS), M.Phil and Ph.D. These programmes are offered on regular basis as well as through correspondence courses or distance education. Details about the types of courses are as follows.

(a) Certificate Course

Certificate courses are mainly conducted by library associations; however, some departments in universities and affiliated colleges are also conducting this

course. The duration of the course varies from few months to one academic year. The courses aim to train the students for semi-professional or junior level jobs after high school or senior secondary education.

(b) Undergraduate Diploma Course

The Diploma courses are conducted at two levels, that is undergraduate and post-graduate levels. Undergraduate courses are conducted by women polytechnics as a two-year course after higher secondary or intermediate. It prepares students to be junior librarian and hold library assistant positions.

(c) Postgraduate (PG) Diploma Course

PG courses in some selected LIS areas of specialization are offered at the university level as a one-year course after the Bachelor of Library and Information Science programme. At present, only three universities and one deemed university are offering these programmes (Association of Indian Universities, 2003). They are a) University of Kerala, PG Diploma in Information Technology ; b) University of Mysore, Post MLIS Diploma in Library Automation; c) Gandhigram Rural Institute, PG Diploma in Archives & Documentation Management (UGC Model Curriculum, 2001, p.102); and d) University of Hyderabad, PG Diploma in Library Automation and Networking (Association of Indian Universities, 2003, p.2)

(d) Bachelor of Library and Information Science (BLIS)

This is a one-year degree course conducted by universities after students graduate with a basic degree. However, in some colleges, Library Science is offered as an optional subject at the Bachelor of Arts level. For this, the students opt for Library Science as one of the optional paper, along with other optional papers in social sciences or the humanities. Students passing with this option would be considered at par with other degrees (UGC Model Curriculum Report, 2001, p.97). Bachelor's degree prepares students for professional positions in college and university libraries or as a school librarian. At present, 120 Indian universities are offering BLIS.

(e) Master of Library and Information Science (MLIS)

It is a post-graduate course offered after BLIS. Presently, a total of 99 universities are offering MLIS, 21of them are offering two-year integrated course (Table 1 & 2) directly after BLIS. Many of the universities, which were initially offering BLIS and MLIS courses have now switched over to a two-year integrated course. The North East Hill University (NEHU) was the first

University to start the course in 1986, followed by the University of Madras in 1988. In 1989, Madras also started MLIS through distance education (Patel and Krishan Kumar, 2001, p.211)

(f) Associateship in Information Science

Since 1964, the Indian National Scientific Documentation Centre (INSDOC) New Delhi has been offering a two-year programme in documentation, which in 1977 the programme was renamed as Associateship in Information Science (AIS). On the 30th September 2002, INSDOC merged with the National Institute of Science Communication (NISCOM) and was renamed the National Institute of Science Communication and Information Resources (NISCAIR). The qualification for admission to the NISCAIR's programme is a master's degree in any subject or a BLibSc /BLIS with three years library experience. The Documentation Research and Training Centre (DRTC), established in 1962 in Bangalore, is also awarding AIS. Admission requirement to DRTC is a bachelor's degree in library science or a master's degree in any subject with a minimum of two years library experience.

(g) Advanced Training Course in Information Systems Management and Technology

This one-year advanced training course in Information Systems Management and Technology is provided by the National Centre for Science Information (NCSI), an autonomous organisation under University Grants Commission (UGC) located at Indian Institute of Science (IISc), Bangalore. (Dutta and Das, 2001, p.25).

(h) Other Specialised Programmes

The Indian Association of Special Libraries and Information Centers (IASLIC) and the National Archives of India also offers specialised courses. IASLIC offers a one-year diploma programme in special librarianship and the National Archives of India offers a one-year diploma programme in archives and related subjects (Patel and Krishan Kumar, 2001, p.212).

(i) M.Phil in Library & Information Science

This is a research programme offered by university departments after one's completion of MLIS. The University of Delhi started this programme in 1978, followed by many other universities such as Andhra, Tirupati, Annamalai, Vikram (Ujjain), and Gulbarga. At present there are 16 universities (Table1)

offering this programme. The basic requirement for admission is similar in all the universities but the duration of the course may vary.

(j) Ph.D. Programme

This is an advanced level research programme being offered after the completion of MLIS or M.Phil degree in library science. Today, 64 universities in India are providing facilities for the Ph.D programme. The general qualification for admission is MLIS. However, LIS teachers and librarians in lecturer's scale are exempted from this requirement.

(k) D.Litt. Programme

Two universities, Banaras Hindu University, Varanasi and Utkal University, Bhubaneswar offers D.Litt. programme in library science. So far only one D.Litt. degree had been awarded in India since 1992 by Utkal University, Bhubaneswar, to Dr D.B.Shukla on the topic 'The work and impact of a pioneer in library and information science: a critical study of the works of Prithvi Nath Kaula'(Kumar, 1998, p.8).

PROBLEMS OF LIS EDUCATION

Library Science programmes at the university level have existed for more than six decades and have strong roots, but the profession still suffers from many problems, which are affecting the status of LIS profession. The most important is an urgent need for a national level accreditation body. Not much has been done, even with the establishment of the National Assessment and Accreditation Council (NAAC). There is a need that all the organizations running LIS courses without adequate facilities be abandoned. Other problems requiring discussion by the UGC and other national level professional bodies are discussed below:

(a) Accreditation

To achieve academic excellence, it is of utmost importance that standards and norms of education be prescribed and adherence to them be made mandatory. Unfortunately, there is no national accreditation body for LIS education in India. As a result, new LIS schools are opening at a fast pace following different patterns of education and without the basic minimum facilities, resulting in mass production of professionals with sub-standard education and having least or no exposure to practical librarianship. In principle, no new LIS school should be established without the approval of such an accreditation agency. This agency should be responsible for recommending minimum standards in terms of faculty strength, intake criteria, teacher-student ratio, evaluation methods, library and laboratory facilities, availability of teaching materials, finance and physical

facilities, etc. It should also take care of regular revision of LIS syllabi for uniformity and standardization in the overall LIS education system which is presently missing. Although UGC, through its LIS Committees has revised and recommended the syllabi for BLIS and MLIS courses, these are not followed by most of the universities as the role of UGC is more recommending in nature rather than accrediting. As a result, each university is designing its own curriculum, follows its own practices, and resulting in wide disparities among programmes.

National associations have also made sincere efforts by holding conferences and seminars and discussing vital issue of accreditation. Unfortunately, nothing concrete have been done so far. In 1976, IFLA in its annual conference passed a resolution that " to maintain uniformity in the standards in the 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, p.570). In 1994, Nagpur University organized a UGC sponsored national seminar on Accreditation of Library and Information Science Schools in India. This seminar also emphasized the need for establishing an independent National Council to be named as Indian Council for Accreditation of Library and Information Science Education (ICALISE) similar to the American Library Association in USA and Library Association in UK, as well as the Indian Medical Council Act, Bar Council of India Act and All India Council for Technical Education Act.

(b) Mushrooming of Library Schools

There is no check and balance on the emergence of new LIS schools; and this results in a large number of institutions emerging without offering the basic facilities. Emergence of such institutions has resulted in mass production of sub-standard library professionals and thus, creating an increasing problem of unemployment in the job market. In some universities, the trend of paid seats has started. The scenario in many universities that conduct distance education is not very promising as they do not have adequate number of teaching centres and computer laboratory, as well as feedback from students. This has resulted in a passive teaching-learning processes. Competition in the job market is increasing day by day as production is much more than the demand.

(c) Inadequate Faculty Strength

Reputation of any course depends on the teaching standards which presupposes the adequate faculty strength with good academic record, up-to-date knowledge of the subject and adequate teaching experience. In earlier years, the UGC Review Committee (1965) rejected the practice of employing the university

library staff as part-time teachers and recommended one reader and two lecturers for a department conducting BLIS programme, and one professor, two readers and four lecturers for a department conducting the MLIS. The Curriculum Development Committee (CDC) in 1992 recommended for a department running BLIS (having not more than 40 students) and MLIS (having not more than 15 students), one professor, one reader and three lecturers (1:1:3) and a provision should be made for one additional teacher for every 10 students after 40 for BLIS and 15 for MLIS.

(d) Lack of Library Facilities

Many LIS schools have either no library at all, or a library with inadequate collection of text-books, reference books and practical tools (classification schemes, cataloguing codes and list of subject headings). Availability of the latest editions of textboks and reference sources is altogether out of question. The library, for library science students is like a workshop or a laboratory to do practical assigments, learn and create new things. No library science school should be established without having an adequately equipped library, required for day to day practical classes.

(e) Information Technology Laboratory

The majority of the LIS schools, particularly after the submission of the Curriculum Development Committee (CDC) report in 1992, are offering courses on computer applications to prepare students for the electronic information environment; unfortunately most of the schools do not have well-equipped computer laboratory. Competent professionals cannot be produced with merely theoretical exposition; they require adequate practical exposure by working in a well-developed computer laboratory. Practical training for computerized routines such as house-keeping jobs, provision of information services, Internet access, Online and CD ROM searching, etc, is required. UGC Model Curriculum Committee (2001) has strongly recommended that apart from enriching the contents, it is necessary that LIS departments have an IT laboratory with network facilities. Terminal facility should be available in the ratio of 1:5, that is one computer terminal for every five students. The laboratory should be further supported with standard software packages including one or two library application software packages.

(f) Curriculum Revision

In many universities the LIS syllabi are quite old and they need to be restructured with redefined objectives to accommodate emerging changes in the libraries and expectations of users. Adoption of well-designed curricula will

ensure quality education, resulting in quality products, suitable both for the practising librarianship as well as teaching staff. Presently there is a wide disparity in the courses, their duration, number and name of papers, contents, number of lectures and practical periods, methods of teaching and evaluation, and grading system. The period after 1980s has witnessed a great transition due to the impact of computer and communication technology which is responsible for the emergence of an 'Information Society' and 'Global Village'. Therefore, it has become essential that curricula be revised by reducing emphasis on teaching of traditional techniques and philosophical aspects to incorporate emerging areas such as computer and communication technology, knowledge management, information systems, information processing and retrieval systems, online information sources, and marketing of products and services. Revised curriculum should be capable of preparing the future professionals in order to meet the challenges enforced upon them from time to time.

(g) Admission Procedures and Intake

Admission criteria for any course should be based on sound principles relating to manpower requirements but this is not so in Indian LIS educational setting. UGC Review Committee Report (1965, p.39) recommended the ratio between teacher and students at BLIS and MLIS to be 1:10 and 1: 15 respectively, which can ideally help to develop competent information professionals. But the ground reality is that in many schools, there is only one full-time teacher assisted by a few part-time teachers, teaching many courses up to Ph.D level. The teacher-student ratio is high and this has resulted in large number of students graduating without adequate exposure to theory and practice, therefore producing graduates with sub-standard training as well as creating the problem of unemployment. A good profession is one which is capable of obtaining jobs before the announcement of examination results or immediately after the completion of the programme. This is possible today, if accreditation of LIS schools becomes essential, the number of schools and seats are kept limited, and the quality of education is maintained. Such situation would not only help raise the status of the profession but also provide a wider recognition and acceptance in the society. Therefore, for the qualitative manpower development, students intake should be given due importance keeping in view the needs of the job market.

(h) Students' Selection Criteria

Library and information science is slowly becoming popular, students with better qualifications are joining the course but they are not enthusiastic in opting for library science as their first choice. Therefore, more attention towards selection criteria is needed to attract the best brains. Even to attract middle level talent,

incentives like scholarships and fellowships are needed. Merit (as in many universities) should not be the only criteria for admitting the students. Admission test and interview should be adopted to select appropriate students, with pleasant personality, good general knowledge, communication skill, inborn love for books, aptitude towards librarianship and desire to serve others.

(i) Apprenticeship Programme

All professional courses need adequate practical training as merely theoretical exposition in the classrooms do not make the students proficient to handle the live situations of practical librarianship. System of apprenticeship or practical training must become an essential component of the programme. Although some schools are adopting this practice, others should also take initiative to develop mutual understanding with the selected libraries for this purpose. A Memorandum of Understanding (MOU), with the libraries willing to accept the students for practical training, may be signed. Such training increase the competency building of the students and give them an opportunity to learn while they work. This would make them more confident and competent to face the challenges of librarianship when they enter the profession later.

(j) Dual Responsibility

In 1979, the UGC Panel on Library and Information Science recommended for the independent status to the LIS departments but in some states such as Maharashtra and Karnataka, professor of LIS is also in charge of the university library, thus, holding dual responsibility. This is not a healthy practice and is against the recommendation made by the panel.

EMERGING TRENDS

With the growth and development of LIS education, various trends are emerging, as listed below:

- Departments are carefully viewing their curriculum to put more emphasis on emerging areas like computer and communication technologies, and reducing emphasis on traditional techniques like classification and cataloguing.
- Departments have started establishing their own computer labs and are emphasizing upon practical training on the use of IT, making the students competent to work effectively and efficiently in the electronic information environment.

- The trend of offering two-year integrated courses is emerging to eliminate duplication of course contents at BLIS and MLIS levels and providing sufficient time for teaching computer and communication technologies, and relating it to library work through practical training.
- The beginning of PG Diploma courses in some specialized areas, like Archival and Documentation Management, Library Automation, Networking and Information Technology, etc.
- With the introduction of Information Science curricula, there is greater emphasis on teaching LIS related to information organizations that offer specialized services. As a result, Data Banks, Information Analysis Centres, Translation Centres, Patent Libraries have marked the beginning of a new milestone in the global view of information activities.
- Like industrial and production management, quality standards are also now being applied to libraries, leading the trend of emergence of ISO certified libraries in India. Therefore, LIS departments are also introducing components of total quality management in curriculum.
- More LIS departments are getting independent status and privileges like other departments of the university in terms of full-time teachers and full-time head.
- To face the technological challenges, more existing faculty members are engaging themselves in computer and IT related courses. New faculty positions are created and filled up with the LIS professionals having computer and IT related qualifications.
- More Continuing Education Programmes (CEP) are being organized in the field of computer and related technologies and LIS departments are playing an active role inorganizing such courses.
- A growing number of LIS departments are developing their own websites to provide information about themselves. With the growing impact of the Internet on LIS, new areas such as digital libraries, electronic publishing, online resources, metadata and information architecture are reckoning as nascent fields of LIS research.

CONCLUSION

Today, the LIS profession has attained the status of a full-fledged discipline in India. However, it has low recognition and has not been regarded at par with other well-known professions. As a result, most students do not opt for librarianship as a first choice of study. National bodies such as ILA, IATLIS and IASLIC should give serious thinking to find the timely solutions for the problems prevailing today. There should be a National Accreditation Body to apply rigorous parameters before granting accreditation to a library school. This will help to establish quality control in LIS schools. Attention should focus on

the adoption of relevant and up-to-date curricula, high quality faculty, willing students and good infrastructure in needed in every school. This is necessary to improve the quality of the products, creating better job opportunities for graduates and raising the social status of the LIS profession.

REFERENCES

Association of Indian Universities. 2003. *Handbook on Library and Information Science, 2003*. New Delhi: Association of Indian Universities.

Baba, Abdul Majid, 1999. Accrediting agencies for library and information science education. Paper presented at the 45th All India Library Association Conference, Dec 1999, Hisar, India.

Dutta ,Bidyarthi and Das, Anup Kumar. 2001. Higher Education in Library and Information Science in India. *ILA Bulletin* , Vol 37, no.1: 25-30.

Kumar, P S G.1998. Doctoral studies in Library and Information Science in India : A critical study. *Desidoc Bulletin of Information Technology*, Vol.18, no.1: 5-8.

Mangla, P. B.1998. Library and Information Science Education: Trends and issues, In: Jain, M K, ed. *Fifty years of Library and Information Services in India.* New Delhi: Shipra:285-293.

Patel, Jashu and Krishan Kumar. 2001.*Libraries and Librarianship in India.* London: Greenwood Press.

Satija, M. P. 1998.Whom do we serve? : Doctoral research in Library and Information Science in India. *Desidoc Bulletin of Information Technology*, Vol.18, no.1: 19-24.

Satija, M.P. 1993. Research in Librarianship before and after Ranganathan, In: Navalani, K and Satija, M.P, eds. *Pettits petals: A tribute to S R Ranganathan.* New Delhi: ABC Publishing House: 27-45.

University Grants Commission (India). 1965. *Review Committee Report on Library Science in Indian Universities (Chairman: S R Ranganathan)*. New Delhi: University Grants Commission.

University Grants Commission (India). 1992. *Report of the Curriculum Development Committee (CDC) on Library and Information Science (Chairman: P N Kaula)*. New Delhi: University Grants Commission.

University Grants Commission (India). 2001. *UGC model curriculum: Library and Information Science. (Chairman: C R Karisiddappa).* New Delhi: University Grants Commission.

APPPENDIX 1

Table 1: University Departments Offering Regular Courses

No	University	Dpt.Estd	BLIS	MLIS	.MPhil	Ph.D
1	Aligarh Muslim University Aligarh	1958	1958	1971	-	1961
2	Amravati University,Amravati	1987		Ö	-	Ö
3	Andhra University, Vishakhapatnam	1935	1936 n c	1979; Intg 1994	1989	1980
4	Annamalai University, Annamalainagar	1979	1979	Ö	Ö	Ö
5	Babasaheb Bhimrao Ambedkar University, Lucknow	1997	-	MSc Info Sc. Intg	-	Ö
6	Banaras Hindu University,Varanasi	1942	1942	1965	-	1972
7	Bangalore University, Bangalore	1973	1973 nc	1975 Integ 1998	-	1981
8	Bharati Vidyapeeth,Pune	1997	Ö	-	-	-
9	Bhavnagar University, Bhavnagar	1982	1980	1991	-	Ö
10	Birla Institute of Technology, Ranchi	1993	-	M.Sc Info Sc Integ	-	Ö
11	Bundelkhand University, Jhansi	1986	Ö	Ö	-	Ö
12	Burdwan University, Rajbati	1965	1965	1980	-	Ö
13	Calcutta University, Kolkata	1945	1945	1975	-	1972
14	Calicut University, Calicut	1978	1978	Ö	-	Ö
15	Delhi University, Delhi	1946	1947	1948	1978	1952
16	Documentation Research& Training Centre(DRTC, Banglore)	1962	-	1962 AIS 2 Yr	-	1962
17	Dr. Babasaheb Amebedkar Marathwada Univ, Aurangabad	1968	1968	1985	-	Ö
18	Dr. Bhim Rao Ambedkar University, Agra	1984	1984	1996	-	Ö
19	Dr C V Raman University of Science, Technology,Commerce & Mgt, Raipur	2002	BLSIT	MLSIT	-	-
20	Dr. Harisingh Gour Vishwavidyalaya, Sagar	1970	1970	1983	-	Ö
21	Gandhigram Rural Institute, Gandhigram (Deemed univ)	1990	Ö	-	-	-
22	Gauhati University, Gauhati	1966	1966 n c	Integ 1982	-	Ö
23	Gujarat University, Ahemdabad	1964	1964	1986	-	-
24	Gujarat Vidyapeeth, Ahemdabad	1986	Ö	Ö	Ö	Ö
25	Gulbarga University, Gulbarga	1979	1979 n c	1985; Integ 1998	1987	1979
26	Guru Ghasidas University, Bilaspur	1988	1988	1995	-	-
27	Guru Nanak Dev University, Amritsar	1970	1973	1984	-	Ö
28	H N Bahuguna Garhwal University, Srinagar	1991	yes	yes	-	Ö
29	Jadavpur University, Kolkata	1964	1965		-	Ö
30	Jamia Milia Islamia. New Delhi	1985	1987	-	-	-
31	Jammu University, Jammu	1971	1983	1985	-	1985
32	Jiwaji University, Gwalior	1984	1965	1984	-	1985
33	Kalyani University, Kalyani	1992	Ö	Ö	-	Ö
34	Karnatak University, Dharwad	1962	1962 n c	1971; Integ 1997	-	1974
35	Kashmir University, Srinagar	1970	n c	Integ	Ö	Ö
36	Kerala University, Thiruvananthpuram	1961	1961	1979 & PGDIT	Ö	1981
37	Kurukshetra University, Kurukshetra	1969	1965	1985	-	Ö
38	Kuvempu University, Shimonga	1993	-	M Sc Integ 1993	-	1994
39	Lalit Narayan Mithila University, Darbhanga	n a	1976	-	-	-
40	Lucknow University, Lucknow	1971	1962	Ö 1977;MSc Integ	-	1984
41	Madras University, Chennai	1960	1936	1993	-	1977
42	Madurai Kamraj University, Madurai	1975	1974	1982	Ö	1982
43	M.S University of Baroda, Baroda	1956	1957	1986	-	
44	Mahadev Desai Samajseva	1986			-	Ö

	Mahavidyalaya					
45	Mahatma Gandhi Gramodaya Vishwavidyala, Chitrakoot	1993	1993	yes	-	yes
46	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	1987	1983	-	-	-
47	Mahatma Gandhi University, Kottyam	n a	yes	-	-	
48	Makhanlal Chaturvedi Rashtriya Patrakarita Vishwavidyalaya, Bhopal	1993	1993 Integ3yr	1994 Integ 2yr	-	-
49	Mangalore University, Mangalore	1982	1982 n c	1990; Integ 1996	-	1991
50	Manipur University, Imphal	1986	1986	-	-	1988
51	Mohanlal Sukhadia University, Udaipur	1975	1975	1995	-	yes
52	Mother Teressa Womens' Univ, Kodaikanal	1999	-	M Sc Integ	-	
53	Mumbai University, Mumbai	1944	1944	1968	-	1971
54	Mysore University, Mysore	1965	1965 nc	1971; Integ1990	1994	1976
55	Nagarjun University, Guntur	1993	-	yes	-	-
56	Nagpur University, Nagpur	1956	1956	1984	-	1985
57	National Institute of Science Comm & Info Resources (formerly Insdoc),	1952	-	1964 AIS 2 yr	-	-
58	North Bengal University, Siliguri	n a	yes	-	-	-
59	North Gujrat University, Patan	1992	1992	yes	-	-
60	North Maharashtra University, Jalgaon	2000	-	yes	-	-
61	North Orissa University, Takatpur	2001	yes	-	-	-
62	Osmania University, Hyderabad	1959	1959	1979	yes	yes
63	Panjab University, Chandigarh	1960	1960	1970	-	1972
64	Patna University, Patna	1980	1980	yes	-	-
65	Pt. Ravishankar Shukla University, Raipur	1971	1971	1987	nc	yes
66	Pune University, Pune	1958	1958	1979 now Integ.	yes	1981
67	Punjabi University, Patiala	1969	1969	yes	-	yes
68	Rabindra Bharati University, Kolkata	1985	1985	yes	-	yes
69	Rajasthan University, Jaipur	1960	1961	1974	-	1975
70	Rani Durgavati Vishwavidyalaya,Jabalpur	1998	-	yes	-	-
71	Sambalpur University, Sambalpur	1976	1976	1985	1994	1985
72	Sampunanand Sanskrit Vishwavidyalaya, Varanasi	1967	1967	-	-	-
73	Sardar Patel University, Vallabh Vidyanagar	1982	1982	1988	1991nc	yes
74	Saurashtra University, Rajkot	1976	1976	1987	yes	-
75	Shivaji University, Kolhapur	1965	1965	Integ	-	-
76	S.N.D.T. Women's University, Mumbai	1961	1961	1978	-	1985
77	South Gujarat University, Surat	1986	1986	2 yr p t	-	
78	Sri Krishnadevaraya University, Anantpur	1982	1984 nc	1990; Integ 1998	yes	yes
79	Sri Venkateswara University, Tirupati	1974	1974	1974;Integ 1984	yes	yes
80	Swami Ramanand Teerth Marathwada University,Nanded	1994	-	1994	-	1994
81	Swami Ramanand Teerth Marathwada University,Pune	na	yes	-	-	-
82 ,	Tilak Manjhi Bhagalpur University, Bhagalpur	1971	1971	yes	-	yes
83	Utkal University, Bhubaneswar	1981	1982 nc	1984 Integ	-	1985
84	Vidyasagar University, Midnapore	1985	1985	yes	-	yes
85	Vikram University, Ujjain	1957	1957	1971	-	1976

Table 2: Colleges and Institutions Affiliated To Universities (Regular Courses)

No	College/ Institute	Year	Affiliating University	BLIS	MLIS
1	AEC Training College & Centre	1962	MG Gramodaya Vishwavidyalaya,Panchmarhi	√	-
2	Arya Vidyapeeth Kanya Mahavidyalaya	n a	University of Rajasthan, Bhusawar	√	-
3	Asian Workers Development Institute	n a	Sambalpur University, Rourkela	√	-
4	Bishop Heber College, Tiruchirapalli	1983	Bharathidasan Univ, Coimbatore	-	Integ
5	Central Institute of Library Science	1970	Osmania University, Hyderabad	√	-
6	Dr Bhagwan Das Kendriya Granthalaya, Varanasi	1992	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	√	-
7	Farook College, Calicut	n a	Calicut University	√	-
8	Govt. Girls Degree College	n a	Jiwaji University, Gwalior	√	√
9	Govt. MLB Arts & Commerce College, Lashkar	1962	Jiwaji University, Gwalior	√	√
10	HPT Arts/ RYK Science College	1984	University of Pune, Nasik	√	√
11	Institute of Correspondence Education	1981	University of Madras, Chennai	√	√
12	Institute of Management Education	2002	CCS University, Ghaziabad, Meerut	√	-
13	International College of Girls	1962	University of Rajasthan, Jaipur	√	-
14	Isabella Thoburn College	n a	University of Lucknow, Lucknow	√	-
15	JLNS College, Ganj Basoda	1998	Barkatullah University , Bhopal	√	√
16	Jai Hind Defence College	1998	Barkatullah University , Bhopal	√	√
17	Kamta Prasad Guru Bhasha Bharati	1968	Rani Durgavati Vishwavidyalaya, Jabalpur	√	-
18	Mahendraguru Bhagwandas Granthalaya Kashi Vidyalaya	n a	Lucknow University , Lucknow	√	-
19	Majlis Ars & Science College, Valanchery	n a	Calicut University, calicut	√	-
20	Manair College of Library Science	1991	Kakatiya University, Khammam	√	-
21	Nehru Institute of Social Studies	n a	Tilak Maharashtra Vidyapeeth, Pune	√	-
22	Nutan Maratha Mahavidyalaya	1992	North Maharashtra, Jalgaon	√	-
23	Onkarmal Somani College of Commerce, Jodhpur	1987	Jai Narayan Vyas University, Jodhpur	√	-
24	Pt Nilakantha College of Library & Information Science.	n a	Utkal University, Bhubaneswar	√	√
25	Rajeev Gandhi College, Bhopal	1997	Barkatullah University , Bhopal	√	√
26	R K Memorial Mahavidyalaya, Vidisha	1998	Barkatullah University , Bhopal	√	-
27	S.B Women's College, Cuttack	1973	Utkal University, Bhubaneswar	-	Integ
28	SMIT College of Library & Information Science, Ankushpur	1983	Behrampur University, Behrampur	√	√
29	Sant Sambhji Shinde College of Library Science, Parbhani	1995	Swami Ramanand Teerath Marathwad University	√	-
30	S S Patil Arts, T T Salunkhe Com & G R Pandit Science College, Jalgaon	n a	North Maharashtra, Jalgaon	√	√
31	Vidya Bharti Science College	1987	Amravati University, Amravati	√	√
32	Vikrmaditya College	2000	Barkatullah University , Bhopal	√	-

Table 3: Universities Offering LIS Courses through Distance Education

No	University	Year	BLIS	MLIS	MPhil	Ph D
1	Alagappa University, Karaikudi	1995	1997	√	-	-
2	Annamalai University, Annamalainagar	1979	1985	1991	-	-
3	Awadhesh Pratap Singh University, Rewa	1995	√	-	-	-
4	Institute of Open & Distance Learning, Barkatullah Vishwavidyalaya, Bhopal	1975	1975	√	-	-
5	Berhampur University, Behrampore	1987	√	-	-	-
6	Bharathidasan University, Tiruchirapalli	1992	1992	_	-	-
7	School of Distance Education, Calicut University, Calicut	1994	√	_	-	-
8	Dr. B R Ambedkar Open University, Hyderabad	1985	1985	1996	-	-
9	Dr Babasaheb Ambedkar Open University, Ahmedabad	1994	1997	-	-	-
10	Dr. Harisingh Gour Vishwavidyalaya, Sagar	1971	√	√	-	√
11	Guru Ghasidas University, Bilaspur	1988	√	√	-	-
12	University of Hyderabad, Hyderabad	n a	-	PGDip in Lib Auto & NW		
13	Indira Gandhi National Open University, New Delhi	1986	1986	1996	-	√
14	Kakatiya University, Warangal	1989	1989	-	-	-
15	Karnatak State Open University, Mysore	n a	√	-	-	-
16	Directorate of Correspondence Courses, Kurukshetra University, Kurukshetra	1969	√	√	-	-
17	Lalit Narayan Mithila University, Darbhanga	n a	√	√	-	-
18	Directorate of Distance Education , M D University, Rohtak	1999	√	-	-	-
19	Kota Open University	n a	-	-	-	√
20	Madras University, Chennai	!989	√	√	-	-
21	Madurai Kamraj University, Madurai	1988	1990	√	-	√
22	Mahatma Gandhi Gramodaya Vishwavidyala, Chitrakoot	1994	√	√	-	-
23	Mahatma Gandhi Kashi Vidhyapeeth,	1992	√	-	-	-
24	Patna University, Patna	1974	√	-	-	-
25	Sri Venkateswara University, Tirupati	1972	1993	-	-	-
26	U P Rajarshi Tandon Open University, Allahabad	1999	√	√	-	-
27	Yashwantrao Chavan Maharashtra Open University, Pune	!990	√	√	-	-

Notes:

i. Abbreviations Used:

n a Not available
n c Now ceased
Integ Integrated two-year programme
Ö Part time

ii. Symbols Used:

- Course not being conducted.
√ Course is being conducted but year of started could not be found.

iii. The year of starting of the Dept/ Institution as well as the courses has been given wherever available.