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STANDARDIZATION, SYSTEMATIC REFORM AND GROWTH OF LIS DEPARTMENTS IN NORTHERN INDIAN UNIVERSITIES: A SURVEY

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Abstract:- The present study is undertaken to present the systematic growth of LIS departments in Northern Indian Universities/Institutes. The main aim of this study is to review the existing conditions of LIS Departments imparting LIS education in Northern Indian Universities/Institutes. It is estimated that before independence in India only five universities were conducting a diploma course in Library & Information Science. Gilter states that "In India, more professionally-trained librarians had graduated from them elsewhere in Asia, probably due to a longer-established tradition of British-inspired university organization and scholarship". The renewed challenge for LIS departments in Indian universities is to revamp their facilities to transform themselves into institutions that educate and practically train LIS professionals competent enough to create a stir in the market.

Keywords: Library and information science education, LIS School, LIS Departments, LIS Curricula, Courses.

INTRODUCTION

The formal LIS education in India is completed nearly 100 years . The growth and development of LIS as a field of study began with the basic skills such as classification, cataloguing, indexing, reference, bibliographical search, and professional values. S.R. Ranganathan played a vital role in the growth and development of library education in India. He introduced the first one year postgraduate diploma course in library science at Madras University in 1937, which in several ways served as the model for developing library science education in the country. Library science training in India dates back to 1910, formal education in Librarianship began from 1911 under the patronage of the erstwhile Maharaja Gaekwad of Baroda (1862-1939). He introduced free compulsory primary education in his State in 1907 and started giving some financial help to rural libraries from 1906 (Chakravarty, 1962: 3). The Maharaja of Baroda, Shivaji Rao II, during his visit to the USA, secured the services of William Alanson Borden to set up public libraries in the State of Baroda. Borden spent three years organizing a library system for the State of Baroda and started the first training course for library professionals at Central Library in Baroda in 1911 (Shrivastava, 2007). Another American librarian, Asa Don Dickinson, was appointed by the Indian Government in 1915 at the University of Punjab, Lahore (now in Pakistan) to organize and catalogue its library. He introduced a course of training in library methods, which was considered to be the second library school in the world, the first being at Columbia University, USA. It was established by Melvil Dewey (the originator of the Dewey decimal system) in the year 1887. University of Madras served as a model for the development of library Science education (from 1937 to 1950s). In 1957, the first B.Lib.Sc. course was introduced by AMU. In 1960 the University of Madras converted its PG diploma to B.Lib.Sc. More new departments of library science came into existence between 1956 and 1959 (six), 1960

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(nineteen), 1970 (twenty), and after 1970 (twenty-four), respectively (Shrivastava, 2002). At present it is estimated that 120 universities offer a Bachelor's degree, 78 a Master's degree, 21 offer a two-year integrated Master's degree, 16 offer an M.Phil., and 63 offer a PhD in Library and Information Science (Sarkhel, 2006).

LITERATURE REVIEW

Studies on LIS education have been conducted all over the world to examine its various aspect at national and international level. The aspects that directly impacted upon the LIS education are changing market requirements, manpower needs, technology advancement, technology adoption, Several contribution related to various aspects of LIS education are highlighted and discussed by LIS researchers, LIS professionals and LIS experts. Mangla states that the "growth and development of libraries, documentation centres, information centres and of library science education came from the progress in extension of education, scientific research and programme of socio-economic development in the country. These programme of national development and reconstruction, started in 1951 with the commencement of the first Five Year plan and they have already progressed through eleven such plans. As a result of these developments the Library and Information Sciences became a well recognized discipline of study and research at the postgraduate level in the country" (Mangla, 1990: 7). Agrawal (1996) suggested that the fast increase of LIS departments in India has resulted decrease in the quality of education. LIS graduate course must be two to three years with better opportunities in the job market people are in favour to replace the current one year master's courses with a graduate course. Sturges (1999) believed that LIS education had been shifting from a formally collection-dominated profession to a more competent professional with content-based tendency with the emphases on accessing and filtering content, Intermediation between the user and the technology, negotiating ethical and regulatory difficulties, designing user-oriented services, managing knowledge resources, and creating value-added information packages. Kumar and Sharma (2010) states that "LIS education in India is fortunate to have its torch bearer none other than the father of library science, the great Prof. S. R. Ranganathan. Of all his capabilities, his being a teacher was a boon to library sciences in India. He made tremendous contributions everywhere: initiating departments, courses, outlining contents or planning a research base for the discipline. He set up the Departments of library science in the University of Madras, Banaras Hindu University, University of Delhi, DRTC. It is necessary to take stock of the situation to ascertain what was achieved, what was not and how to improve".

OBJECTIVES OF THE STUDY

The main aim of this study is to review the existing conditions of LIS Departments imparting LIS education in North India. The objectives of the study are:
(i) To study the growth and development of existing LIS Departments in selected Universities/Institutes in North India.
(ii) To identify the manpower needs and faculty positions available in the existing LIS Departments.
(iii) To study the different level courses offered by the departments and their practical components.
(iv) To study about infrastructural facilities provided in the Departments.
(v) To explore the issues of accreditation of LIS courses at national level to ensure standardization .

SCOPE OF THE STUDY

32 LIS departments from seven states like J&K, Himachal Pradesh, Uttrakhand, Punjab, Haryana, Uttar Pradesh and Rajasthan and two Union territories (Delhi and Chandigarh) of Northern India are conducting LIS Courses in their respective departments. Out of 32 departments 28 departments responded. This study was limited to 28 departments from these seven states of North India.

METHODOLOGY/DATA COLLECTION

The relevant data was collected personally with the help of questionnaire designed for the purpose and also from the websites of the Universities/Institute of North India. The survey method was adopted for this study and the questionnaire was designed for comprehensive data collection. The questionnaire pertains to infrastructural facilities available and other departmental information related to LIS departments. This questionnaire was also designed to collect information and view point of heads to make this study all encompassing giving fair representation to all those who are concerned with the design, delivery of LIS education and learners. Data were collected over a short period of time from selected universities in North India from February 2012 to November, 2013.

ANALYSIS AND DISCUSSION

Among the large number of LIS Schools, 13 exist in Uttar Pradesh, with 3 each in Delhi, NCR and Rajasthan, 2 in Punjab and Haryana and one each in Himachal Pradesh, Uttrakhand and Chandigarh Union Territory. All the departments from the selected universities responded to the questionnaire administered and gave the Heads views on education. The details of these departments as supplied through questionnaire have been presented in Table 1. Which also depicts the name of the department, the year of its establishment, its status as being independent/part of a library, whether it is headed by a faculty or a Librarian, period of rotation of headship, faculty, and publications of the department, etc.

Table 1: Establishment of LIS Schools in North India

S. N.	University	Department	Year in which Deptt. Was Established	Independent or Part of library	Headed by Faculty or Librarian	Period of Rotation of Headship [in years]	Faculty	Publications of the Deptt. if any
1.	JU	LIS	1971	Independent	Faculty	3	Social Sciences	None
2.	KU	LIS	1970	Independent	Faculty	3	Arts	Yes
3.	HPCU	LIS	2010	Independent	Faculty	3	School of Maths, Computer & Information Science	None
4.	KUN	Information Science	2009	Part of Library	Deputy Librarian	No Rotation	Sciences	None
5.	KUK	LIS	1963	Independent	Faculty	3	Arts & Languages	None
6.	MDU	LIS	2010	Part of Library	Librarian	No Rotation	Social Sciences	None
7.	GNDU	LIS	1973	Independent	Faculty	3	Arts & Social Sciences	None
8.	PUP	LIS	1969	Independent	Faculty	3	Education & Information Science	None
9.	PUC	LIS	1960	Independent	Faculty	3	Arts	None
10.	DU	LIS	1946	Independent	Faculty	3	Arts	Yes

11.	IGNOU	LIS Programs	1989	Independent	Faculty	One for administrative in-charge	Social Sciences	None
12.	JMI	Dr. Zakir Hussain Library	1985	Part of Library	University Librarian	No Rotation	Social Sciences	None
13.	NISCAIR	Education & Training Divn.	1952	Independent	Faculty	No Rotation	Social Sciences	Yes
14.	AMU	LIS	1950	Independent	Faculty	3	Social Sciences	None
15.	BBAU	LIS	2000	Independent	Faculty	3	Information Science & Technology	None
16.	BHU	LIS	1941	Independent	Faculty	3	Arts	Yes
17.	BU	Dr. S.R. Ranganathan Institute of LIS	1986	Independent	Faculty	3	Sciences	None
18.	CSMU	LIS	2002	Independent	Faculty	No rotation	Arts	None
19.	CCSU	LIS	2004	Independent	Librarian	No Rotation	Arts	None
20.	DBRAU	LIS	1984	Independent	Faculty	No Rotation	Social Sciences	Yes
21.	DRMLAU	LIS	2001	Part of Library	Librarian	No Rotation	Sciences	None
22.	GNKV	LIS	1985	Independent	Faculty	3	Humanities	Yes
23.	LU	LIS	1971	Independent	Faculty	3	Arts	None
24.	RTOU	LIS	1999	Part of Library	Librarian	No Rotation	Humanities	None
25.	RUBC	LIS	2002	Independent	Librarian	No Rotation	Arts	None
26.	SHIATS	LIS	2001	Independent	Faculty	No Rotation	Humanities & Social Science	None
27.	SSV	LIS	1967	Independent	Faculty	3	Social Sciences	None
28.	RU	LIS	1960	Independent	Faculty	3	Faculty of Education	None

Note: To express this information in a concise way, separate tables have been created and a discussion has been presented for each table separately.

The responses received from JU (University of Jammu), KU (University of Kashmir), CUHP(Central University of Himachal Pradesh, Dharamshala), KUN (Kumaun University Nainital), KUK (Kurukshetra University Kurukshetra), MDU (Maharishi Dayanand University, Rohtak), GNDU (Guru Nanak Dev University, Amritsar), PUP (Punjabi University, Patiala), IGNOU (Indira Gandhi National Open University, New Delhi), JMI (Jamia Milia Islamia, New Delhi), NISCAIR (National Institute of Science Communication and Information Resources, New Delhi), AMU (Aligarh Muslim University, Aligarh), BBAU (Babasahib Bhim Rao Ambedkar University, Lucknow), BHU (Banaras Hindu University, Banaras), BU (Bundelkhand University, Jhansi), CSMU (Chhatrapati Shahu Ji Maharaj University, Kanpur), CCSU (Choudhary Charan Singh University, Meerut), DBRAU (Dr. Bhim Rao Ambedkar University, Agra), DRMLAU (Dr. Ram Manohar Lohia Awadh University, Faizabad), GNKV (Gandhi National Kashi Vidyapeeth, Varanasi), LU (Lucknow University, Lucknow), RTOU (Rajarshi Tandon Open University, Allahabad), RUBC (M. J. P. Rohilkhand University, Bareilly (Bareilly College, Bareilly), SHIATS (Sam Higginbotom Institute of Agriculture, Technology & Sciences, Allahabad), SSV (Sampurna Sanskrit Vishwavidyalaya, Varanasi) and RU (University of Rajasthan, Jaipur).

Table 2: Nomenclature of the Department

Nomenclature of the Department	No. of LIS Schools	Percentage
Department of Library and Information Science	24	85.7
School of Social Sciences, LIS Programs	1	3.6
Dr.S.R. Ranganathan Institute of Library and Information Science	1	3.6
Dr. Zakir Hussain Library, Department of Lib. & Inf. Sc.	1	3.6
Department of Information Science	1	3.6
Education and Training Division	1	3.6
Total	**28**	100.0

Out of 28 LIS Schools (Table 2 shows) in North India, 85.7% or a majority has been named as Department of Library and Information Science. However, 3.6% each has been named separately as School of Social Sciences, LIS Programs (IGNOU), Dr. S.R. Ranganathan Institute of Library and Information Science (BU), Dr. Zakir Hussain Library, Department of Lib. & Inf. Sc. (JMI), Department of Information Science (KUN), and Education and Training Division (NISCAIR). Thus, this Table shows that majority of LIS Schools are following the nomenclature 'Department of Library and Information Science' for their departments.

Growth of LIS Schools from 1941 to 2014

The University of Delhi was the first university to start Department of Library Science and introduced the courses from the level of Certificate in Library Science to Doctoral degree level after Independence. Table 3 shows the growth of LIS departments and number of department set up per decade in northern part of India. It indicates that in the first three decades the growth was more or less the same i.e. 3LIS schools were set up in the northern India per decade. This growth slowed a bit during the 1990/s as only 2 schools were set up during this period and growth further increased during the decade 2001-10 as a maximum number of 8 Libraries Schools were set up during this period.

Table 3: Growth of LIS Schools

Years	No. of LIS Schools	Percentage
1941-50	3	10.7
1951-60	3	10.7
1961-70	3	10.7
1971-80	4	14.3
1981-90	5	17.9
1991-2000	2	7.1
2001-2010	8	28.6
2011-2014	NIL	NIL
Total	**28**	**100.0**

Independent Department Status

This study attempted to identify the status of Library and Information Science Departments in North India. The initial stages of LIS education began with the courses organized by the Library Associations and the University Library. An independent Department of Library Science did not exist till the 1970s. Table 4 shows that 82.1% of University departments enjoyed the independent status. Yet, despite long periods of recommendation for the independent status to Library Science

Department by the UGC Panel, there are 17.9% Departments that continue working as a part of the University Library and are also headed by the University Librarian, Deputy Librarian while the teaching is also done by the Library staff.

Table 4: Independent Department Status

Status of Departments	No. of LIS Schools	Percentage
Independent	23	82.1
Part of the Library	5	17.9
Total	**28**	**100.0**

Headship of LIS School

The analysis highlights the fact that the earlier practice of having a common head for both the University Library and the LIS Schools was continuing till date at some places. The data analysis of the survey presented in Table 5 shows that mostly 75% of the LIS Schools are being headed by the Faculty of Library and Information Science School, and 25% were being headed either by the University Librarian or by the Deputy Librarian or even other staff members.

Table 5: Headship of LIS School

Department Headed By	LIS Schools	Percentage
Faculty	21	75.0
Librarian	7	25.0
Total	**28**	**100.0**

The result shows that the LIS Schools are functioning under the administrative control of the faculty of the LIS School.

Headship Rotation Period

The period of rotation of headship of LIS departments in North Indian universities is depicted in the Table below.

Table 6: Period of Headship Rotation

Period of Headship Rotation	LIS Schools	Percentage
3 Years	16	57.1
1 years	1	3.6
No Rotation	11	39.3
Total	**28**	100.0

Table 6 shows that a majority, 57.1%, of the LIS Schools have a rotation period of 3 years for the Head of the Department, while 39.3% had no fixed rotation period for headship.

Faculty Association of the LIS Schools

The data received regarding the LIS schools and their attachment with concerned faculties presented in Table 7 which shows names of faculties in which the LIS schools were attached. The study shows that the LIS Schools were attached to eleven different faculties in North India. The data analysis indicated that 28.6% of the LIS Schools were equally functioning under the Arts and Social Sciences faculty. Of another 10.7% were functioning with the Sciences, while 7.1% were functioning under Humanities.

Table 7: Faculty Affiliation of LIS Schools

Name of Faculty	No. of LIS Schools	Percentage
Arts	8	28.6
Social Sciences	8	28.6
Sciences	3	10.7
Humanities	2	7.1
Arts and Social Sciences	1	3.6
Humanities and Social Sciences	1	3.6
School of Information Science and Technology	1	3.6
Faculty of Education	1	3.6
Faculty of Education and Information Science	1	3.6
Arts and Languages	1	3.6
School of Mathematics, Computers and Information Science	1	3.6
Total	28	100.0

Also 3.6% of the LIS Schools were attached to Arts and Social Sciences, the School of Information Science and Technology, Faculty of Education, Faculty of Education and Information Science, Arts and Languages and School of Mathematics, Computer and Information Science respectively. It was apparent that a majority of the LIS Schools were part of the Arts Faculty and Social Sciences faculty, respectively. They were also functioning under the Arts, Social Sciences, Sciences and Humanities faculties each. At University level, the Library and Information Science was functioning under 7 different faculties in the northern part of the country.

Faculty Positions

The UGC constituted a Committee under Prof. J.A.K. Tareen to frame the norms for establishing the teacher to students' ratio for various disciplines/study programs and teaching in Central Universities and UGC maintained institutions deemed to be universities. The recommendations of the UGC under consideration by the Committee are as follows. Teachers to student ratio for PG Programme: (i)   Science Programme 1:10 (ii) Humanities/Social Sector Most teaching employees in the universities studied have the following designations.

Table 8: Status of Faculty Members of Teaching Departments

University	Professor	Associate Professor	Assistant Professor	Lecturer	Contract Lecturer	Librarian	Deputy Librarian	Assistant Librarian	Sr.Principal Scientist	Principal Scientist	Technical Officer	Guest faculty	Teaching Assistant
JU	1	.	2	.	.	.	.	.	.	.	.	.	.
KU	1	.	5	.	.	.	.	.	.	.	.	.	.
HPCU	1	.	2	.	.	.	.	.	.	.	.	.	.
KUN	.	.	3	.	.	.	1	.	.	.	.	.	.
KUK	3	.	3	.	.	.	.	.	.	.	.	.	.
MDU	1	1	3	.	.	.	.	.	.	.	.	.	.
GNDU	1	.	2	.	.	.	.	.	.	.	.	.	.
PUP	2	1	3	.	.	.	.	.	.	.	.	.	.
PUC	1	1	2	.	.	.	.	.	.	.	.	.	.
DU	2	3	4										
IGNOU	3	.	2	.	.	.	.	.	.	.	.	.	.
JMI	.	.	1	.	.	.	2	1	.	.	.	.	.
NISCAIR	.	.	.	.	.	.	.	.	1	1	1	.	.
AMU	2	3	2	.	2	.	.	.	.	.	.	.	.
BBAU	1	1	3	.	.	.	.	.	.	.	.	.	.
BHU	1	1	3	.	.	.	.	.	.	.	.	.	.
BU	1	1	2	.	.	.	.	.	.	.	.	.	2

CSMU	.	.	.	5	.	.	.	.	.	.	.	.	.
CCSU	.	.	.	1	.	.	1	.	.	.	.	2	1
DBRAU	.	1	.	.	1	.	.	.	.	.	.	2	.
DRMLAU	.	.	.	.	.	1	.	.	.	.	.	4	.
GNKV	.	.	2	2	.	.	.	.	.	.	.	.	.
LU	.	.	1	.	.	.	.	.	.	.	.	4	.
RTOU				1	.	1	.	1	.	.	.	.	.
RUBC	.	.	.	3	.	1	.	.	.	.	.	.	.
SHIATS	.	.	3	.	.	.	.	.	.	.	.	.	.
SSV	.	.	.	.	.	.	.	1	.	.	.	2	.
RU	.	1	2	.	.	.	.	.	.	.	.	.	.
Total	21	14	50	12	3	3	4	3	1	1	1	14	3
Percentage	16.2	10.8	38.5	9.2	2.3	2.3	3.1	2.3	0.8	0.8	0.8	10.8	2.3

LIS Courses

The Development of Information Technology and demands of market impact in the field of Library and Information Science and its nomenclature. The LIS courses were initiated earlier as Certificate and diploma courses in LIS education. Later on its name was changed to Bachelor of Library Science and Master of Library Science. The change has been effected the nomenclature of LIS courses being offered and presently most of the universities adopted the course name 'Bachelor of Library and Information Science' and 'Master of Library and Information Science'. Some of Indian Universities are offering LIS courses on different levels such as Certificate courses, Diploma courses, PGDLAN, BLIS, MLIS, MLIS (2 years Integrated course) M. Phil, Ph. D, D.Lit. programs and other different courses offered by the university like Calcutta University offering   LIS four years integrated degree course on regular basis and Banaras Hindu University offering two years Integrated course MA in Manuscriptology and Paleography. The LIS courses offered by LIS schools in northern Indian universities, their year of course initiation and present intake of students are given below in Table 8. CCLIS-Certificate course in Library and Information Science; CICTAL-Certificate in Information Communication Technology application in Library Science; PGLAN-Post Graduate Diploma in Library Automation and Networking; AIS-Associateship in Information Science. Out of the total universities studied 17 had more than 30 seats for the BLIS course while the remaining had less than 20 seats. Only six universities/institutes have more than 30 seats for the MLIS course while six universities offered more than 10 seats in Ph.D. The remaining universities had less than 10 seats.

Table 9: Courses Started by the Department, Year of Starting and Present Intake

University	BLIS		MLISC		M. Phil		Ph. D		MLISC (Integrated)		Other
	Year of Initiate	Present Intake	Year	Present Intake	Year	Present Intake	Year	Present Intake	Year	Present Intake	Year
JU	198	30	198	15	N	N	198	10	N	N	CCLIS(1971) closed
KU		N	198	N	198	5	198	10		42	
CUHP	N	N	N	N	N	N	N	N	2010	30	
KUN	200	34	201	16	N	N	N	N	N	N	
KUK	196	40	198	40	200	10	-	20	N	N	
MDU	201	23	201	23	N	N	N	N	N	N	
GNDU	197	30	198	20	N	N	198	2	N	N	
PUP	196	33	198	21	N	N		13	N	N	
PUC	196	N	197	N	N	N	198	11		45	PGDLAN
DU		60	194	46	197	10	195	24	N	N	
IGNOU	198		199		N	N	200	6	N	N	CICTAL, PGDLAN (2008)
JMI	195	35	N	N	N	N	N	N	N	N	N

NISCAIR	N	N	N	N	N	N	N	N	N	N	AIS (Closed)
AMU	195	60	197	25	N	N	199	4	N	N	N
BBAU	N	N	N	N	N	N	200	7	1997	30	N
BHU	N	N	N	N	N	N		24		46	MA (Manuscriptology & Paleography)
BU	198	53	199	49	200	24	200	7	N	N	N
CSMU	200	60	200	25	N	N	N	N	N	N	N
CCSU	200	50	200	30	N	N	N	N	N	N	N
DBRAU	198	30	198	30	N	N	199	4	N	N	N
DRMLAU	200	23	200	29	N	N	N	N	N	N	N
GNKV	198	40	200	N	N	N	N	N	N	N	N
LU	197	40	199	20	N	N	199	3	N	N	N
RTOU	199	2,00	200	1,00	200	15	200	15	N.	N.	N
RUBC	200	40	N	N	N	N	N	N	N	N	N
SHIATS	200	10	200	23	N	N	N	N	N	N	N
SSV	196	19	N	N	N	N	N	N	N	N	N
RU	196	80	197	20	N	N	197	26	N	N	N

Most of the LIS schools (Table 8) have more than 30 seats in BLIS and MLIS courses and five universities, namely BBAU, BHU, HPCU, KU and PUC were offering M Phil namely KU, KUK, DU, BU and RTOU respectively and 14 universities are offering Ph. D courses namely JU, BU, IGNOU, GNDU, DU, BBAU, AMU, DBRAU, RU, RTOU, PUC, LU, KUK and KU respectively.

Infrastructures

The Library and Information Science Schools in Northern Indian universities have inadequate infrastructure facilities to modernize LIS education up to the International standards. Our western counterpart like USA and UK are developing their LIS education and manpower to compete with this digital culture. But the infrastructure disparities originated in the LIS Schools due to some political and economic imbalances. Northern Indian LIS Schools have lack of ICT policies and support at National level, Lack of adequate computer hardware and software licenses to make accessible to employer and students. The LIS curriculum can be designed on International standard but it can't serve the purpose and there should be adequate infrastructure for offering qualitative teaching. Some of the infrastructure facilities are given below:

Physical facilities

Infrastructural facilities includes the teaching, non teaching manpower and equipments.

Table 10: Physical facilities

University	Classrooms	Satisfied	Seminar hall	Satisfied	Office	Satisfied	Faculty rooms	Satisfied	Department Library	Satisfied	Computer Lab	Satisfied
JU	3	No	1	No	1	No	5	No	1	No	1	No
KU	2	Yes	1	Yes	1	Yes	8	Yes	1	Yes	1	Yes
HPCU	2	Yes	1	Yes	1	Yes	1	Yes	1	No	No	No
KUN	2	Yes	No	No	1	No	1	No	N	No	No	No
KUK	3	Yes	No	No	1	Yes	4	No	N	No	1	No
MDU	2	Yes	No	No	1	Yes	3	Yes	1	Yes	1	Yes
GNDU	1	Yes	No	Yes	1	Yes		Yes	1	Yes	No	Yes
PUP	2	No	No	No	2	No	3	No	1	No	1	No
PUC	2	Yes	No	No	2	Yes	5	Yes	1	Yes	1	Yes

DU	4	Yes	1	No	2	Yes	8	Yes	1	Yes	No	No
IGNOU	-	No	No	No	1	No	8	No	-	No	No	No
JMI	1	No	1	No	1	No	1	No	1	No	1	No
NISCAIR	3	Yes	1	Yes	1	Yes	1	Yes	1	Yes	1	Yes
AMU	2	No	1	No	1	No	7	No	1	No	1	No
BBAU	2	Yes	No	Yes	1	Yes	5	Yes	1	Yes	1	Yes
BHU	4	Yes	1	Yes	1	Yes	5	Yes	1	Yes	No	No
BU	3	Yes	1	Yes	1	Yes	10	No	1	Yes	No	No
CSMU	3	No	No	No	1	No	1	No	No	No	1	No
CCSU	2	Yes	No	Yes	1	Yes	2	Yes	1	Yes	No	Yes
DBRAU	2	No	1	No	1	No	2	No	1	No	1	No
DRMLAU	2	No	1	No	1	No	2	No	No	No	1	No
GNKV	1	No	No	No	1	No	N	No	No	No	No	No
LU	2	Yes	No	No	1	No	3	Yes	1	No	1	No
RTOU	1	No	No	No	1	No	1	No	No	No	1	No
RUBC	1	Yes	1	Yes	1	Yes	1	Yes	1	Yes	1	Yes
SHIATS	4	Yes	1	Yes	1	Yes	3	Yes	1	Yes	1	Yes
SSV	1	Yes	2	Yes	1	No	1	No	No	No	No	No
RU	2	Yes	No	Yes	1	Yes	-	Yes	1	Yes	1	Yes
Total	**55**	**18**	**15**	**12**	**24**	**15**	**81**	**14**	**1**	**13**	**18**	**10**

Physical facilities such as availability of classrooms, seminar hall, department office, faculty rooms, departmental library and computer lab are the basic requirements of any established department. Table 9 comprehensively indicates that three LIS Schools (at DU, BHU, SHIATS) had four classrooms each, five LIS Schools (at JU, KUK, NISCAIR, BU, CSMU) had three classrooms, 13 LIS Schools (HPCU, KUN, MDU, PUP, PUC, AMU, BBAU, CCSU, DBRAU, DRMLAU, LU and RU) had two classrooms and six universities (GNDU, JMI, GNKV, RTOU, RUBC, SSV) had one classroom. Of the 28 LIS schools 18 were satisfied with the available classroom facilities but 10 were not. Regarding department office three LIS Schools (at PUP, PUC, DU) had two office rooms in the department, while the remaining had a single office room. Thus 15 LIS schools were satisfied with the availability of office room facilities. Regarding faculty rooms one LIS School (BU) had 10 faculty rooms, while three LIS Schools (KU, DU, IGNOU) had eight faculty rooms, one (AMU) had seven faculty rooms, four LIS Schools (JU, PUC, BBAU, BHU) had five faculty rooms, one (KUK) had 4 faculty rooms, six (MDU, GNDU, PUP, LU, SHIATS and RU) had three faculty rooms and three LIS Schools (CCSU, DBRAU, DRMLAU) had two faculty rooms, and two had one faculty room. Thus, 14 LIS schools were satisfied with the availability of faculty rooms, and an equal number were dissatisfied. Regarding availability of a departmental library 20 LIS Schools had them but 8 did not. Also 13 LIS schools were satisfied with their departmental library facilities, while 15 were not. On the criterion of availability of Computer Lab, 18 LIS schools had the facility but 10 did not. Also 10 LIS schools were satisfied with the Computer lab facilities available in their departments.

Computer Hardware

Computer hardware is a physical parts or components of a computer system. These components are placed within the computer. These are internally and externally attached hardware device. Internal hardware refers to computer parts and external hardware devices are called computer peripherals. The data of the computer's internal as well as external devices were taken as presented below in Table 11:

Table 11: Computer Hardware

University	Number of computers	Configuration	No. of Printers	Scanner nos.	UPS Nos.	Internet	Servers	Digital Camera nos.	Electronics Surveillance System	Web Camera	Multiple CD copier	Handicam/Video Camera	Modem	CD/DVD Writers	Ethernet Switches	Splitters
JU	32	i3 to i5	13	5	22	Yes	Yes	.	.	Yes	.	.	.	Yes	.	.
KU	60	P-5	6	1	3	1	1	1	.	.	.	.	.	.	.	.
CUHP	110	P-5	2	1	.	1		.	.	1	.	.	.	.	.	.
KUN	3	P-5	1	.	3	1	1	.	.	.	.	.	.	.	.	.
KUK	7	P-4	2	3	15	1	2	.	.	.	.	.	.	.	.	.
MDU	19	P-5	2	2	1	1	1	1	.	1	1	.	.	3	.	.
GNDU	15		4	3	.	1		.	.	.	.	.	.	.	.	.
PUP	15		8	1	15	15		.	.	.	1	.	.	15	3	.
PUC	10	P-5	3	.	.	1	1	.	.	.	.	.	.	.	.	.
DU	55	Latest	10	2	2	yes	1	1	.	8	.	.	1	29	1	.
IGNOU	.		.	.	.	Yes	Yes	.	.	.	.	.	.	.	.	.
JMI	15		1	1	.	1		.	.	.	.	.	.	.	.	.
NISCAIR	84	i-5	5	2	4	1	1	.	.	1	.	.	1	1	1	1
AMU	40		4	1	40	1	1	1	.	.	.	.	.	.	.	.
BBAU	10		1	1	10	1	1	.	.	.	.	.	1	1	1	1
BHU	45	P-4	10	2	45	1	1	1	.	1	.	.	.	45	.	.
BU	16		2	.	.	1	1	.	.	.	.	.	.	.	.	.
CSMU	10	P-4	.	.	10	1		.	.	.	.	.	.	.	.	.
CCSU	20	P-4	3	2	2	1		.	.	.	1	.	.	1	1	.
DBRAU	16	P-2, P-3	2	1	16			.	.	.	.	.	.	.	.	.
DRMLAU	30	i-5	3	1	30	1	1	.	.	.	.	.	1	1	1	1
GNKV	1		1	.	1			.	.	.	.	.	.	.	.	.
LU	17	Latest	2	1	17	1	1	.	.	.	.	.	1	16	.	.
RTOU	20	Latest	4	1	1	1	1	.	.	.	1	.	1	1	1	1
RUBC	26		4	1	26	1	1	1	.	.	.	.	.	.	.	.
SHIATS	10		2	1	10	1	1	.	.	.	.	.	.	.	.	.
SSV	1		.	.	.	1		.	.	.	.	.	.	.	.	.
RU	14	Latest	2	1	12	1	1	.	.	.	.	.	.	.	.	.
Total	701		97	34	285	37	18	6		12	4		6	113	9	4

It is evident from Table 11 that of the total universities studied 21 LIS Schools have more than 10 computers having configurations of Pentium 3 and Pentium 4 which were considered archaic. Remaining universities/institutes had less than 10 computers and did not have servers.

Availability of Library Automation Software at LIS Schools

Library automation and Library management software packages provides centralized management and processes for all library activities like acquisition, Cataloguing, Circulation, Serial control, Documentation, administration, reports generating and record of patron. Some of the popular library automation software packages are used in Northern Indian LIS Schools given below in Table 12:

Table 12: Library Automation Software Packages Available in the LIS Schools.

Software	No		Yes		Total	
	N	%	N	%	N	%
SOUL (Software for University Libraries)	3	11.8	25	88.2	28	100
SLIM(Library and Information Management System)	19	66.7	9	33.3	28	100
CDS/ISIS (WINISIS)	1	5	27	95	28	100
AFW (Alice for Window)	11	40	17	60	28	100
LibSys	9	33.3	19	66.7	28	100
EASYLIB	3	10.7	25	89.3	28	100
Lib Soft	3	10.7	25	89.3	28	100
Any other:						
Green stone				4	14.3	
D Space				2	7.1	
Library Managers				1	3.6	
KOHA				8	28.6	
E-Granthalaya				2	7.1	

Library automation software packages available in the LIS Schools (Table 12), showed that 95% were using CDS/ISIS or WINISIS software, 89.3% were using EASY LIB and LIB SOFT, 88.2% were using SOUL, 66.7% were using LIBSYS. 60% were using ALICE FOR WINDOW and 33.3% were using SLIM and 28.6% were using others like KOHA. The Greenstone Digital Library software was being used by 14.3%, D-Space digital library software and E-Granthalaya library automation software by 7.1% each and LIBRARY MANAGER was also being used by a single LIS School.

FINDINGS AND SUGGESTIONS

Issues of accreditation of LIS courses in India to attain reasonable standards and quality output discussed with the Heads. Majority of the Heads favored the 'need for a national level accreditation agency in LIS schools to monitor reasonable quality of output and standards of education'. Most of the Heads/Chairmen of LIS departments pointed issues like different curriculum for MLIS and BLIS courses in India in different universities, Course duration differs, no infrastructure facilities checked, No standard for practical classes and training.

LIS Schools in North India under this study are following the nomenclature 'Department of Library and Information Science' for their departments.

In the first three decades (1940-70) the growth of LIS Schools was more or less the same i.e. 3 LIS schools were set up in the northern India per decade. This growth slowed a bit during the 1990/s as only 2 schools were set up during this period and growth further increased during the decade 2001-10 as a maximum number of 8 LIS Schools were set up during this period.

Limited LIS schools had adequate infrastructural facilities, but the larger proportion, majority, felt that adequate infrastructural facilities were not available. Administration staff does not understand properly the requirements of LIS department and they are not supportive most of the time as they deny genuine requirements of the LIS department. Senior management not provides adequate funds for the development of LIS Schools/Department. Lacking of modern infrastructure like smart class rooms, separate seminar hall and more PCs due to non budgetary support. Tremendous shortage of teaching and support staff along with lack of computers, teaching equipment, collections, seminar hall, digitization room etc. due to procedural difficulties it is difficult to take adequate initiative. Self-financed departments have very limited budgets as they have to meet the salary of the teaching staff as well as the classroom infrastructure. Being at a formative stage, the LIS Department should be developed in its own building to mitigate losses incurred due to constant shifting process.

CONCLUSION

Most of the teachers opinion that non availability of minimum infrastructure facilities,

standard for admitting number of students in LIS courses, minimum requirement of faculty, quality of teaching standard, students teacher ratio. They suggested the need for accreditation agency to standardize the LIS courses, acceptance of LIS degree in other countries for jobs, more comprehensive course curriculum at all India basis, regular updates in the course curriculum, minimum number of staff and infrastructure for establishment of LIS Schools.

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