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Quality Assurance and Accreditation of LIS Education in Indian Universities: Issues and Perspectives

By

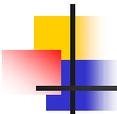
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LIS Education in India: Genesis

- The history of LIS education in India can be traced back to 1911 when W. A. Borden initiated training in Librarianship at Baroda;
- In 1915, Asa Don Dickinson established the second training course at Punjab University, Lahore (now in Pakistan). This is the second library school in the world, the first being the Columbia School;
- Dr. S. R. Ranganathan gave a new impetus to the spread of LIS education at the university level at Madras University in 1937.

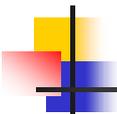
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Development of LIS Education: Motivating Factors

- ❖ Enactment of library legislation;
- ❖ UGC assistance for the development university and college libraries;
- ❖ Recognition of the need of information by the government, R&D Organizations, industries, etc.;
- ❖ Internationalization of information due to the involvement of UNESCO, ILO, FAO, etc. for information handling activities
- ❖ Establishment of international cooperative information systems like INIS, AGRIS, DEVSIS, MEDLARS, etc.
- ❖ Advent of IT in libraries.

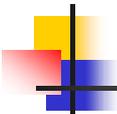
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Growth of LIS Education in India

- 76 universities conduct regular LIS courses;
- 26 universities run LIS courses from certificate to Ph D through distance mode
- Colleges in States under various universities, Polytechnics, Professional associations, Documentation Centers also conduct LIS courses.

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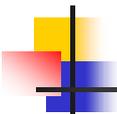


Levels of LIS Courses

- **Certificate in Library Science [3-9 months];**
- **Bachelor of Library and Information Science [1 yr];**
- **Bachelor of Arts (Hons.) (Pass) [2-3 yrs];**
- **PG Diploma in IT [1 yr];**
- **PG Diploma in Archives and Documentation Management [1 yr];**

...more

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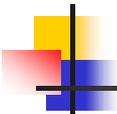


Levels of LIS Courses (contd.)

- **PG Diploma in DL Management [1 yr];**
- **Post-MLISc Diploma in Library Automation [1 yr];**
- **Master of Science (LISc) [2 yrs];**
- **Associateship in Information Sc [2yrs];**
- **Research: M.Phil and Ph. D**

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Growth of LIS Departments in Indian Universities



Year	No. of Depts. / Universities
Pre-1947	05
1947-1960	11
1961-1970	28
1971-1980	42
1981-1990	61
1991-2003	76

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Students Enrolment

Around 5000 LIS degree holders per year—

- 4500 Bachelor degree holders, and
- 500 Master degree holders

This is the several times more than the available job opportunities in Indian market and possibly highest in the world.

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Problems of LIS Education in India

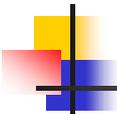
- **Unplanned Proliferations of Library schools.**
- **Lots of variations in Syllabi and no norms or standards are maintained in course contents.**
- **Lack of consensus regarding duration of the LIS courses at various levels.**
- **Student-teacher ratio.**
- **Lack of uniformity in**
 - ✓ Selection criteria for admission;
 - ✓ Intake;
 - ✓ Class periods;
 - ✓ Teaching methodology;
 - ✓ Distribution of marks;
 - ✓ Methods of evaluation; and
 - ✓ Research programs.

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Problems of LIS Education in India (Contd.)

- **Inadequate infrastructure in respect of**
 - Space
 - Faculty members
 - IT Laboratory
 - Library
 - Teaching aids
- **Inadequate training facilities to update the professional competence of in-service teachers**
- **Lack of internal quality assurance and accreditation mechanism**

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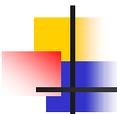


University Grants Commission (UGC)

Efforts for the improvement of quality of higher education are evident in the UGC Act, 1956. Its objective, under this Act, is to take

“...all such steps as it may think fit for the promotion and coordination of university education and for determination and maintenance of standards in teaching, examination, and research in the universities”.

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Professional Councils: India

Professional councils established by the enactment of legislation either by the Parliament or by the State Assembly are responsible for the

- Recognition of courses,
- Promotion of professional institutions
- Monitoring quality in running the academic program
- Providing grants to the academic programs and various awards.

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Statutory Professional Councils in India

- **All India Council of Technical Education (AICTE)**
- **Medical Council of India (MCI)**
- **Indian Council of Agricultural Research (ICAR)**
- **National Council of Teacher Education (NCTE)**
- **Dental Council of India (DCI)**
- **Pharmacy Council of India (PCI)**
- **Indian Nursing Council (INC)**

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Statutory Professional Councils (Contd.)

- **Bar Council of India (BCI)**
- **Central Council of Homoeopathy (CCH)**
- **Central Council of Indian Medicine**
- **Council of Architecture**
- **Distance Education Council**
- **Rehabilitation Council**
- **National Council for Rural Institute**
- **State Councils for Higher Education**

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LIS Education: UGC Efforts

- Ranganathan Committee on University and College Libraries, 1959.
- Ranganathan Committee on Library Science in Indian Universities, 1965.
- Recommendations of the Panel of Library and Information Science, 1982.
- Kaula Committee on Curriculum Development in Library and Information Science, 1993.
- Karisidappa Committee on Curriculum Development in Library and Information Science, 2001.

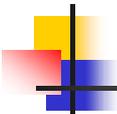
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National Assessment and Accreditation Council (NAAC)

- An autonomous body set up by the UGC in 1994 to establish quality in higher education in India.
- Two types of accreditation of NAAC:
 - (a) Institutional accreditation, and
 - (b) Departmental accreditation.
- Any individual academic department of the university can be assessed and accredited.
- No quality assessment of any LIS department has been reported so far.

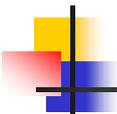
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Accreditation of LIS Education

- Accreditation is a set of processes whereby an outside agency evaluates and examines the LIS courses according to a set of predetermined norms and standards.
- The accreditation of LIS education in universities has long been practiced in the UK, USA and Australia;
- Charles C. Williamson's report (1923) is regarded as the foundation stone for the edifice of accreditation of LIS education in USA;

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Accreditation of LIS Education (Contd.)

- Standards and norms for LIS education should be set by an external agency and thereafter adherence to them may be made mandatory to achieve academic excellence.
- An external agency at the national level need to be established to undertake the work of accreditation of LIS courses in India like Medicine, Management, Engineering and Technology, Law, Education, etc.

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Library and Information Science Council of India (LISCI)

It is proposed that

- The Government of India should pass an Act for establishing a LISCI,
- LISCI should function as a central agency to provide guidelines and standards in LIS education and practices.
- LISCI should lay down parameters for starting new LIS schools and continuation of existing LIS schools.
- LISCI would also recognize LIS degrees, equivalence of LIS degrees for various library schools in India for the purpose of employment or higher studies.

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Accreditation Parameters (APs)

- APs refer to those quality indicators with reference to which the standing of a given LIS department can be compared with LIS departments of other universities.
- May be considered as reliable benchmarks to assess the level of performance of LIS departments.
- Differential weightages may be allotted to these parameters for calculation of the score of the LIS department.
- The departmental score will be used to assign the overall grade.
- The grade will be supplemented by a qualitative report that would highlight the strength and weakness of the given LIS department .

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Suggested Parameters

- **Mission Statement**
- **Curriculum Design, Content and organization**
- **Teaching, Learning and Assessment**
- **Student Support and Progression**
- **Infrastructure and Learning Resources**
- **Research, Consultancy and Extension**
- **Organization and Management**
- **Healthy Practices**

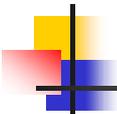
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Mission Statement

It is necessary to formulate the mission of the LIS department in order to

1. Plan the development of LIS education,
2. Establish value-based and need based quality education and training in LIS,
3. Generate qualified and competent manpower, responsive to societal needs.
4. Improve the internal quality of learning and teaching to achieve the planned goal as per the specifications listed in the mission statement.

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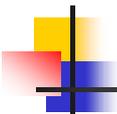


Curriculum Design, Content & organization

The quality indicators under this parameter include

- ✓ Range of curricular options for different levels of LIS courses,
- ✓ Innovative and interdisciplinary input,
- ✓ Extent of coverage of international LIS issues,
- ✓ Extent of incorporation of projects,
- ✓ Laboratory and field work,
- ✓ Periodicity of the review / revision of the LIS curricula
- ✓ Mechanism of monitoring the curricula in the classroom.

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Teaching, Learning and Assessment

The quality indicators under this parameter include

- ✓ Modes of students' selection for admission
- ✓ Teacher-student ratio
- ✓ Provision of departmental library and IT laboratory
- ✓ Innovative teaching methods
- ✓ Tutorial system and Regularity of classes
- ✓ Mechanisms for evaluation of teaching and research
- ✓ Academic and research eminence of the faculty
- ✓ Faculty development program
- ✓ Extent of cooperation with national and international library schools
- ✓ Mode of evaluation of students' performance, objectivity, impartiality and transparency in evaluation

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Student Support and Progression

The quality indicators under this parameter include

- ✓ Availability of comprehensive prospectus,
- ✓ Career guidance,
- ✓ Academic counseling and placement services,
- ✓ Scholarship and financial aid for students
- ✓ Welfare services
- ✓ Student and alumni profiles
- ✓ Support services for NRI and overseas students

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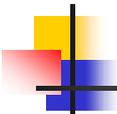
Infrastructure and Learning Resources

The quality indicators under this parameter include

- ✓ Adequacy and optimal use of different facilities available to the students, teachers and external agencies. The facilities may include
- ✓ Space for study, teaching and research, central as well as departmental computer facilities including Internet,
- ✓ Access to learning resources in and outside the university,
- ✓ Hostel facilities, etc.

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Research, Consultancy and Extension

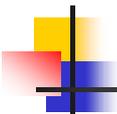


The quality indicators under this parameter include

- Provision of research facilities,
- Involvement of the LIS department in research,
- Consultancy service and extension programs,
- Research publications, etc.

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Organization and Management



The characteristics examined under this parameter are

- Policies and practices of governing the LIS department in the matter of planning manpower requirement and training, and performance appraisal
- Governance of the LIS department on the principle of participation and transparency
- Academic calendar
- Effective resource mobilization
- Management strategy

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Healthy Practices

- ✓ Creation of internal quality assurance cell and grievance redressal cell
- ✓ Participation in local community affairs
- ✓ Personal development program for learners
- ✓ Promotion of information literacy,
- ✓ Value-based education,
- ✓ Inculcation of civic responsibilities,
- ✓ Feedback mechanism for improvement of the functioning of the LIS department etc.

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Thank You

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