DOCUMENT RESUME

ED 443 432                                          IR 057 864

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                Ed.
TITLE           Norms and Standards for Library and Information Science
                Programmes (BLIS, MLIS) through Distance Mode.
INSTITUTION     Indira Gandhi National Open University, New Delhi (India).
                Distance Education Council.
PUB DATE        1999-10-00
NOTE            21p.; These Norms and Standards were considered and approved
                by the Distance Education Council at its meeting (12th,
                December 22, 1996).
PUB TYPE        Legal/Legislative/Regulatory Materials (090)
EDRS PRICE      MF01/PC01 Plus Postage.
DESCRIPTORS     *Academic Standards; Curriculum Development; *Distance
                Education; Educational Objectives; Educational Policy;
                Educational Practices; Foreign Countries; Higher Education;
                *Library Education; Policy Formation
IDENTIFIERS     Indira Gandhi National Open University (India)

ABSTRACT
                This document outlines standards for distance library
education programs in India. Objectives and standards are described for each
of the following elements: curriculum design; eligibility criteria;
admission/selection procedure; student intake and class size; duration;
measure of a course/program; learning resources; student support services;
delivery mechanism; student evaluation; faculty; physical and equipment
faculty; library; computer facilities; and monitoring and system evaluation.
A list of members of the Expert Committee for Development of Norms and
Standards for Library and Information Science Programs Offered through the
Distance Mode (1996) is given at the end of the document. It also lists open
universities (Indira Gandhi National (IGNOU), Dr. B.R. Ambedkar, Yashwantrao
Chavan Maharashtra, Kota, Dr. Babasaheb Ambedkar, Nalanda, M.P. Bhoj,
Karnataka State, Netaji Subhas, and U.P. Rajarshi Tandon) and correspondence
course institutions in India. (AEF)

# DISTANCE EDUCATION COUNCIL

# NORMS AND STANDARDS

# FOR

# LIBRARY AND INFORMATION SCIENCE

# PROGRAMMES (BLIS, MLIS)

# THROUGH

# DISTANCE MODE

## DISTANCE EDUCATION COUNCIL

## INDIRA GANDHI NATIONAL OPEN UNIVERSITY

### K-76, HAUZ KHAS, NEW DELHI-110016

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# Norms and Standards
for
## Library and Information Science Programmes (BLIS, MLIS)
through
## Distance Mode
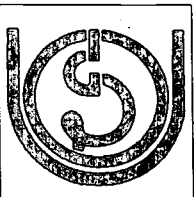
The Norms and Standards

were

Considered and Approved

by

The Distance Education

Council

at its

12th Meeting held on

22nd December, 1996

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# Introduction

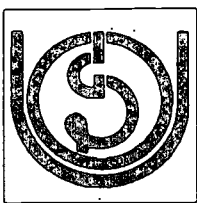The Library & Information Science Programmes are in large demand in our country and modern technology has made it feasible to offer such programmes through distance mode of education to meet the manpower requirement. It is proven globally, e.g. Information U.K. - 2000 mentions that LIS education is well suited to self-learning. Distance Education in Library and Information Science has been on trial in India, as in other countries, for about a decade. In India one could discern wide range of standards prevailing in operational details between programmes of different Open Universities.

It should be emphasised that the curriculum and other operational details of Open University, and Correspondence Course Institutes of conventional universities, need revision to meet the changing pattern of LIS programme requirements. This situation calls for a reassessment of the strategies for manpower development in LIS in India for evolving a modicum of standard.

# Curriculum Design

The Curriculum design should be mainly guided by the need for developing suitable and effective Library and Information Science professionals who could efffectively man the various positions in different categories of libraries and other information institutions. Thus the basic aim of any curriculum should be to inculcate the development of skills and building up of competencies in the professionals. Therefore, the curriculum should comprise approximately the same categories of disciplines as in full time programmes in traditional universities and be equated with credit based modules of courses comprising the programmes. For the purposes of uniformity and acceptability one credit, 30 hours of students work is calculated in terms of the total number of study hours which a
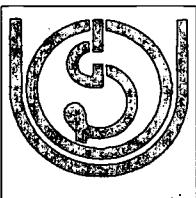
student is expected to put in. It is envisaged that the structure of LIS programmes must have components of compulsory or core courses and electives. The ratio of combination may differ for different levels of programmes 70:30 or 80:20 and may also differ for BLIS and MLIS.

## BACHELOR OF LIBARRY AND INFORMATION SCIENCE (BLIS) PROGRAMME

This Programme is available to garduates only and should be of 32 credits comprising 8 courses of 4 credits each. The break up of a model course curriculum for BLIS programme is illustrated below:

### Core courses

1. Library and Society
2. Classification Theory and Practice
3. Cataloguing Theory and Practice
4. Bibliography and Reference Sources
5. Information Service
6. Application of Information Technology Basics
7. Library Management

### Eelectives (Any one)

1. School Library and Children's Literature
2. University and College Libraries
3. Public Library System
4. Research and Development Libraries
5. Other Courses as per local needs.

## MASTER OF LIBRARY AND INFORMATION SCIENCE (MLIS) PROGRAMME

This programme consists of 32 credits. There must be eight courses, each course comprising four credits. The programme
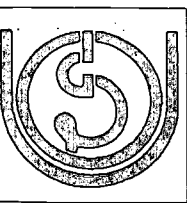
is divided into core and elective courses. A model of the course curriculum for MLIS is illustrated below:

## Core courses

1. Information, Communication and Society
2. Information Sources, Systems and Programmes
3. Information Processing and Retrieval
4. Information Institutions, Services and Products
5. Management of Library and Information Centres
6. Application of Information Technology
7. Systems Analysis.

## Illustrative electives (Any Two)

1. Preservation and Conservation of Library Materials
2. Research Methodology
3. Academic Library System
4. Technical and Research Writing
5. Other courses as per local needs.
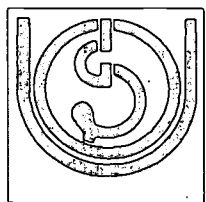
# ELIGIBILITY CRITERIA

The Eligibility Criteria for admission into BLIS and MLIS programmes are given below:

## BLIS

☞ Second Class graduate with 50% marks

or

☞ Graduate with Diploma in Library Science

or

☞ Graduate with 2 years of working experience in Lib. & Inf. Service.

or

☞ Bachelor Degree in a Professional area (Engineering, Pharmacy, Law etc.)

## MLIS

Entry qualification for MLIS Programme is BLIS. The admission should be done on merit basis with 20% weightage for experience of minimum 5 years

# Admission/Selection Procedure

Since Library and Information Science is a professional course and requires certain aptitude and attitude of professional nature, it is necessary that the applications are carefully scrutinised by the Admission Committee especially constituted for the purpose consisting of teachers and professionals.

# Student Intake and Class Size

The total number. of students admitted to BLIS programme should be directly related to the infrastructural resources available in each centre of a University. The maximum number of students per centre should not exceed 50 for BLIS Programme. The total intake in a University should be based on the resources including qualified and experienced faculty available and be limited to 500. Approval of the accreditating Authority, Distance Education Council, be obtained for numbers exceeding 500.

The number of students admitted for MLIS Programme should be 20 per study centre. The total number, of candidates being 250 for a given university. Approval of accreditating Authority, Distance Education Council, be obtained in advance for numbers exceeding 250.

# Duration

☞ The duration of BLIS and MLIS Programmes is one year each respectively.

# Measure of a Course/Programme

The BLIS and MLIS programmes should each be of 32 *Credits*, each credit requiring 30 hours of student's effort, which shall be the measure of Library and Information Science Progarmmes through distance mode. The break-up of student's input for one credit shall be as under:

| Student Input | No.of hours approx. |
|---|---|
| 1. Study hours for the Learning Package (both print and non-print materials) | 16 hrs. |
| 2. Activities including practicals | 4 hrs |
| 3. Assignments | 6 hrs. |
| 4. Counselling | 4 hrs. |

Depending upon the nature of the course, theory and experiment variations may be adopted.

# Learning Resources

In Distance Education (DE) the learning resources comprise: Faculty / Counsellors, print material and other learning aids including multi-media and computing facilities. The learning material should be in self-instructional format and be made available to students. However, it requires periodic updating atleast every five years based on a carefully evaluated feed back mechanism. The learning package prepared for a programme should be despatched to student's address. The use of modern technologies such as video conferencing computer mediated learning and interactive satellite aided communication network
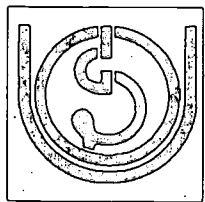
should be made use of, to provide quick feedback to the students to supplement the print material learning. The institutions willing to offer the BLIS and MLIS Programmes should have before the launch of the programme the requisite number of the copies of the learning resources such as

☞ Printed copies of course material, to be sent to the students;

☞ Printed copies of the structured assignments both computer marked, tutor marked and project type;

☞ Video Cassettes to be used as part of the learning materials; and

☞ Audio Cassettes to be used as part of the learning materials

☞ Details of face to face interaction.

With such facilities included in the system, the Distance Education mode would certainly meet the intended purpose in an effective manner.

# STUDENT SUPPORT SERVICES

PCs stated under the heading equipment shall also be used for providing hands on experience as part of the Student Support Services. Involvement in the operation of CD-ROM Databases and designing of suitable search strategies for efficient on-line searching of International databases will also form specific support service in the case of MLIS students.

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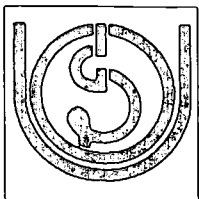
# DELIVERY MECHANISM

The availability of schedule of academic activities in distance education obtains a special significance. The standard schedule should be as under:

| | | |
|---|---|---|
| a. | Despatch of print and other study material | : Within a month after Registration of the Programme |
| b. | Despatch of assignments | : Two or three graded assignments per course |
| c. | Evaluation of assignments and feedback to students | : Within four weeks of receipt of assignments |
| d. | Response to students' queries | : Within a fortnight of receipt of a query |
| e. | Declaration of results after examinations | : Eight to ten weeks after the examination. |
| f. | Feedback to students regarding their performance and progress in the programme | : Once in every six months |

The Institution conducting the programme should have an administrative infrastructure to cater to the following activities:

a.   Timely production of study material

b.   Prompt despatch of material to students

c.   Computerised record keeping of students' performance and feedback.

The Institution should maintain proper information system pertaining to each of the above aspects.

A Distance Education Programme must have inbuilt Quality Control mechanism to ensure its proper conduct and maintenance of the quality. This might be facilitated by having operational groups for the following:
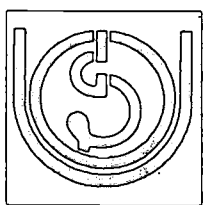
a. An expert group to design, review and update the course curriculum and study material.

b. An Examination Moderation group to ensure the proper conduct of examination and moderation of results.

c. An experienced faculty planning and conducting of orientation and re-orientation programmes for counsellors etc. at regular intervals.

d. As far as possible the concept of well establsihed work centres / programme specific centre should be promoted to facilitate hands on experience to students.

# STUDENT EVALUATION

Student evaluation system should comprise both continuous, and term-end assessments. Participants would be required to go through an examination where either marks (percentage) or letter grade system or both may be employed.

For equivalence purposes, a 9 point or 13 point letter grade system be devised. The components of evaluation for each course should include the following:

a. Assignments          20-30 % weightage

b. Term-end examination      80-70 % weightage

The minimum qualifying grade for each course shall be C Grade i.e. 40% - 49%

Answer script evaluation of the programme can be done in either of the following two ways :

a. A centralised examination conducted by a common body set up for the purpose or

b. Independently by each institution.
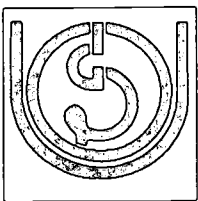
In either case the following norms must be observed:

a.  The panel of papersetters and examiners should be drawn from amongst academicians and practising experts

b.  the conduct of the examination must be arranged with one invigilator for every 20 students.

# FACULTY

Distance Education system requires staff at two levels. At the first level full time core faculty is required for the Headquarters. For study centres part time resource faculty are required as the second category of faculty. The staffing pattern for full time faculty at Headquarters is recommended as below:

For BLIS Programme the minimum core faculty requirement should be one Reader and three Lecturers; and for MLIS the minimum core faculty should be one Professor, one Reader and two Lecturers. For any additional media (Hindi/Regional Lanuguages) one Reader and one Lecturer may be added. Regarding study centres it might be stated that there should be at least one counsellor for each of the courses/papers of BLIS and MLIS Programmes. It is advisable to have a reserve resource faculty whose services could be utilised for assignment correction work and other practical demonstrations. In addition for providing professional input, it is suggested that one of the counsellors be appointed on part time basis, and made responsible for the delivery of the programme at a particular study centre and be designated as 'Programme In-Charge (PIC)'. For this additional responsibility, it is recommended that the PIC be paid some token amount of remuneration as honorarium in addition to his remuneration as counselling charges.

The counsellors have the responsibility of providing counselling for a specific course and also evaluating the assignments pertaining to that course. The total monitoring of the programme and preparation of status report will form the responsibility of the programme in charge. It is suggested that the counsellors
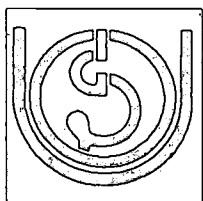
initiate and create conditions for maximum interaction with the students. The effective management of this procedure to a large extent will compensate for the class room teaching, methodology followed in the conventional system of education.

# PHYSICAL AND EQUIPMENT FACILITY

The space provided at Headquarters should be sufficient for accommodating the following:

- ☞ Head of the Department
- ☞ Faculty Members
- ☞ Visiting Faculty
- ☞ Conference/Seminar Room
- ☞ Computer Laboratory
- ☞ Library
- ☞ Administration and Support Services
- ☞ Storage etc.
- ☞ Telephone.

For this a minimum of 6,000 Sq.ft floor area should be provided.

## STUDY CENTRE

The minimum floor area for each study centre should be 2500 Sq. ft including class room facilities.

## EQUIPMENT AT HEADQUARTERS AND STUDY CENTRE

The following equipment appears necessary for conducting courses on LIS programmes:

1. PC - 486 with multi-user operating system, supporting multi-media/progarmmes and having 20 terminals and Network connectivity at the Headquarters.
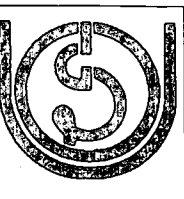
2. LIS software packages

3. CD-ROM Databases

4. Line Printer with 300 LPM.

5. Some Computer Aided learning packages.

## OTHER EQUIPMENT

1. Colour T.V.

2. VCR

3. Overhead Projector and Slide Projector

4. Audio-Tape Recorder

5. Modem with Direct Telephone Line for on-line searching of databases

6. Suitable blackboard.

# LIBRARY

Each study centre should have sufficient number of books including classification scheduled (CC and DC) cataloguing codes (AACR-II and CCC) and subject heading lists for providing hands on experience and for use in terminal examination. Access to reference books should also be provided. The minimum ratio should be one set of the above mentioned materials mentioned for every/each group consisting of 12 students.

# COMPUTER FACILITIES

This aspect has been dealt with under the section "Physical Facilities and Equipment"
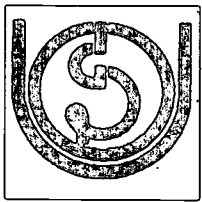
# Montoring and System Evaluation

Monitoring and evaluation are necessary and these tasks be done at two levels : namely within the university and by the agency (DEC) responsible for accreditation. The process of monitoring within the university should be an annual feature and for the accreditating agency, it should be a five-yearly task.

## MONITORING BY ACCREDITATING AGENCY

The Distance Education Council may conduct periodically a quality academic review of LIS programmes offered through distance mode. The study has to be comprehensive and thought provoking and incorporating various remedies. Based on such a report the formal accreditation, if necessary, could be withdrawn by the council.

# Expert Committee for Development of Norms and Standards for Library and Information Science Programmes offered through Distance Mode

## 1996

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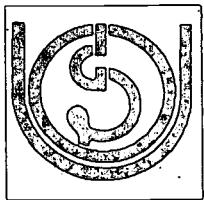
# IMPORTANT NOTES

# Open Universities

- **Indira Gandhi National Open University,** New Delhi.

- **Dr. B.R. Ambedkar Open University,** Hyderabad, Andhra Pradesh.

- **Yashwantrao Chavan Maharashtra Open University,** Nashik, Maharashtra.

- **Kota Open University,** Kota, Rajasthan.

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- **Karnataka State Open University,** Mysore, Karnataka.

- **Netaji Subhas Open University,** Calcutta, West Bengal.

- **U.P. Rajarshi Tandon Open University,** Allahabad, Uttar Pradesh.

# Correspondence Course Institutions

| No. | University/Institution | State | No. | University/Institution | State |
|-----|------------------------|-------|-----|------------------------|-------|
| 1. | Alagappa University | Tamil Nadu | 32. | Manonmariam Sundaranar University | Tamil Nadu |
| 2. | Andhra University | Andhra Pradesh | 33. | Maulana Azad National Urdu University | Andhra Pradesh |
| 3. | Annamalai University | Tamil Nadu | 34. | Mother Teresa Women's University | Tamil Nadu |
| 4. | Awadhesh Pratap Singh University | Madhya Pradesh | 35. | Nagarjuna University | Andhra Pradesh |
| 5. | Bangalore Universiy | Karnataka | 36. | National Law School of India University | Karnataka |
| 6. | Barkatullah Vishwavidyalaya | Madhya Pradesh | 37. | North-Eastern Hill University | Meghalaya |
| 7. | Berhampur University | Orissa | 38. | Osmania University | Andhra Pradesh |
| 8. | Bharathiar University | Tamil Nadu | 39. | Panjab University | Chandigarh |
| 9. | Bharathidasen University | Tamil Nadu | 40. | Patna University | Bihar |
| 10. | Birla Institute of Tech. and Sci. | Rajasthan | 41. | Pondicherry University | Pondicherry |
| 11. | Central Institute of English & Foreign Languages | Andra Pradesh | 42. | Punjab Agricultural University | Punjab |
| 12. | Devi Ahilya Vishwavidyalaya | Madhya Pradesh | 43. | Punjabi University | Punjab |
| 13. | Dr. Harisingh Gour Vishwavidyalaya | Madhya Pradesh | 44. | Shivaji University | Maharashtra |
| 14. | G.B. Pant University of Agriculture & Technology | Uttar Pradesh | 45. | SNDT-Women's University | Maharashtra |
| 15. | Gujarat Vidyapith | Gujarat | 46. | Sambalpur University | Orisa |
| 16. | Guru Ghasidas University | Madhya Pradesh | 47. | Sri Venkateswara University | Andhra Pradesh |
| 17. | Guru Jambheshwar University | Haryana | 48. | Tamil Nadu Agricultural University | Tamil Nadu |
| 18. | Himachal Pradesh University | Himachal Pradesh | 49. | Tilak Maharashtra Vidyapeth | Maharashtra |
| 19. | International Inst. for Population Sciences | Maharashtra | 50. | Tripura University | Tripura |
| 20. | Jadavpur University | West Bengal | 51. | University of Bombay | Maharahstra |
| 21. | Jain Vishva Bharati Institute | Rajasthan | 52. | University of Allahabad | Uttar Pradesh |
| 22. | Jamia Milia Islamia | New Delhi | 53. | University of Burdwan | West Bengal |
| 23. | Jawaharlal Nehru Tech. University | Andhra Pradesh | 54. | University of Calicut | Kerala |
| 24. | Jiwaji University | Madhya Pradesh | 55. | University of Delhi | Delhi |
| 25. | Kakatiya University | Andhra Pradesh | 56. | University of Hyderabad | Andhra Pradesh |
| 26. | Kurukshetra University | Haryana | 57. | University of Jammu | Jammu & Kashmir |
| 27. | Lalit Narayan Mithila University | Bihar | 58. | University of Kashmir | Jammu & Kashmir |
| 28. | Mahatma Gandhi Gramodaya Vishwavidyalaya | Madhya Pradesh | 59. | University of Kerala | Kerala |
| 29. | Madurai Kamaraj University | Tamil Nadu | 60. | University of Madras | Tamil Nadu |
| 30. | Maharishi Dayanand University | Haryana | 61. | Utkal University | Orissa |
| 31. | Mahatma Gandhi University | Kerala | 62. | Vidyasagar University | West Bengal |

Distance Education Council
Indira Gandhi National Open University

**Open & Distance Higher Education Institutions in India**
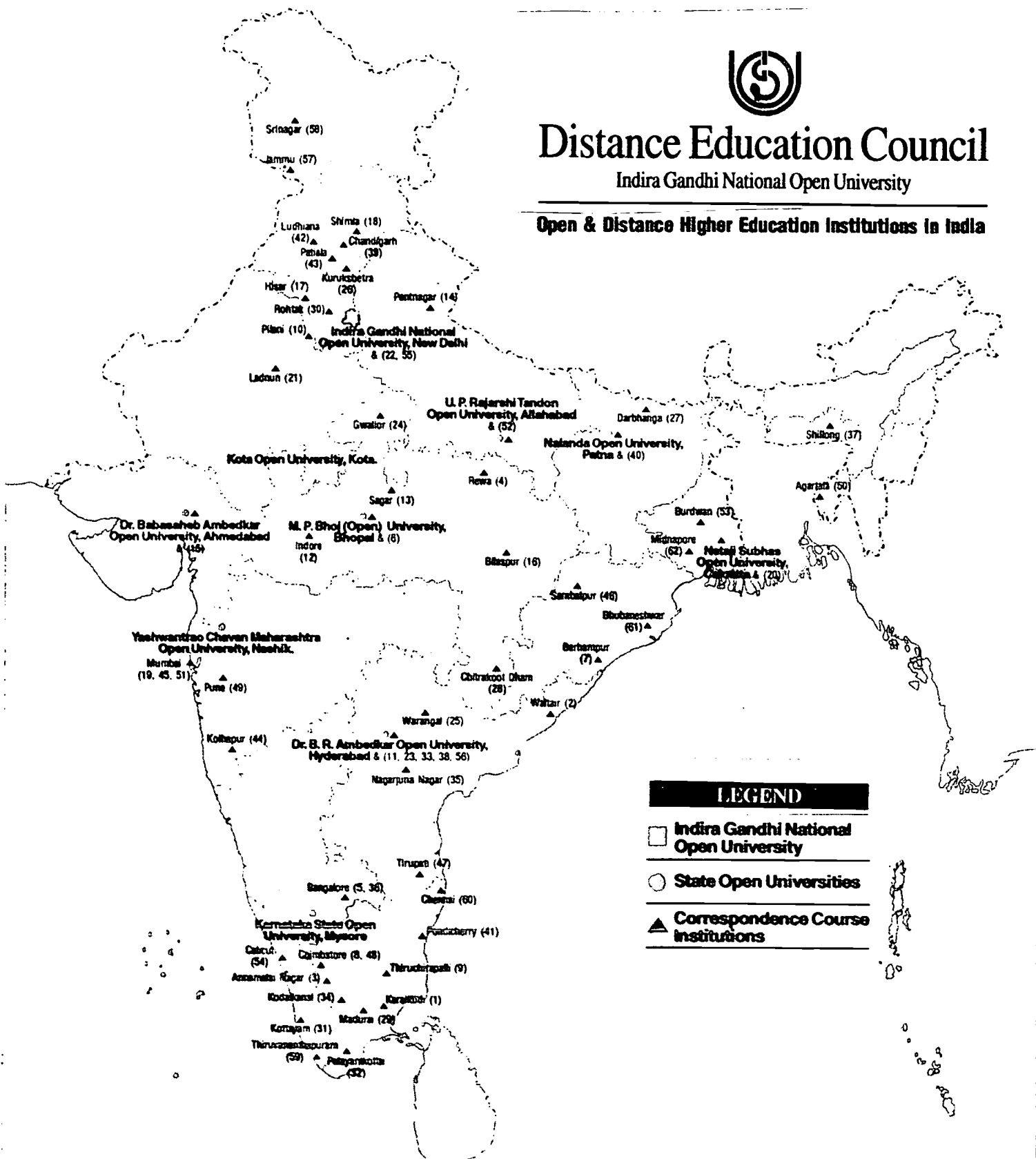
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