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LIS Education Development in India: Emerging Trends and Challenges

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Abstract

This paper deals with LIS education in India especially on how LIS education in India has been initiated and how it has been simulated in present scenario. Education of Library and Information Science education is almost hundred years old in India. The aim of LIS courses is producing expert professionals to scale new heights of librarianship. This paper highlights the level of courses provided by the universities, colleges, Institutions including UGC Six levels of LIS Model libraries development and LIS education. The paper discusses Brief History of LIS Education India, LIS Courses, LIS Education in present Scenario, emerging trends and challenges etc. Different emerging trends and challenges affect LIS education to meet quality education. The suggestions based on those emerging trends and challenges have been suggested carefully. LIS courses must be based on the needs of the emerging job markets. Students must be trained in online searching, information literacy, interpersonal skills, research skills, communication skills and leadership competencies. This paper will be suitable to LIS Professionals, Students and teachers to understand the need of change in LIS curriculum to include cognitive, affective and logical aspects in teaching alongwith technology and through which the objectives of education could be achieved.

Keywords: LIS Education; Development and LIS education; Challenges in LIS Education; LIS Education and India.

INTRODUCTION

LIS education in India has taken place with the introduction of a training course in 1911, in the previous State of Baroda. The systematic and authentic beginning of LIS education was the initiatives of Dr. S.R. Ranganathan during 1926-1931 at Madras University Library and Madras Library Association. The summer school leading to certificate in library science, which Madras University continued under the stewardship of Ranganathan upto 1937. After that Post-Graduate Diploma Courses in Library Science was introduces Andhra University, Banaras Hindu University, Bombay University, Calcutta University and Delhi University introduced during 1935, 1941, 1944, 1946 and 1948 respectively. Apart from these universities, DRTC in Bangalore and NISCAIR in New Delhi started the library science education programmes. During 1947, altogether 27 universities were providing Library Science diploma courses. Firstly Aligarh Muslim University started BLISc Course in 1957 in India. The growth of universities during post-independent India ensured improvement in the quality of education. The courses were offered

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at different levels such as Certificate, Diploma, Bachelor's, P.G. Diploma, Master's and research degree programmes i.e. M Phil and Ph.D under different modes on regular/on campus or distance/ off campus or sometimes both and schemes -annual or semester. The demand for librarians is increasing due to the importance of libraries in Universities, institutions and research centres and this demand actually gave boost to Library Science Education in India.

LIS Courses in India: LIS courses are popularized in India because of their employment orientation. Main LIS Courses in India are as follows:

- Certificate Course in Library Science
- Diploma in Library Science
- B. Lib. / BLIS
- M. Lib. / MLIS
- MLISC/MS in Library & Information Science
- PGDLAN (Post Graduate Diploma in Library Automation and Networking)
- M. Phil (LIS)
- Ph.D
- D.Lit

LIS EDUCATION IN PRESENT SCENARIO

The main aims of LIS courses to produce skilled LIS professionals to cope up with the new frontiers of librarianship like computer, information technology, information and communication technology, information management, knowledge management, information including storage and retrieval. Today various LIS courses are taught by universities, degree colleges, associations and institutions such as NISCAIR, DRTC etc. At present, approximately 600 Universities/ Colleges across India are offering Library & Information Science Courses in different modes. More than 100 Universities/Colleges Certificates & Diploma Courses in LIS; Aprox 300 Universities/ Colleges Courses offer BLIS course; Around 115 Universities/Colleges provide the Master of Library and Information (MLIS) courses while more than 20 Universities/Colleges offer two-year integrated courses. Nearly 20 universities offer Master of Philosophy (M.Phil.) and More than 50 universities provide Doctor of Philosophy (Ph.D.) in LIS. Three universities also provide D.Litt Degrees. In addition, NISCAIR, New Delhi and DRTC Bangalore offer Associate ship in LIS and M.Sc. in Information Science respectively. UGC Model Curriculum set down six levels of LIS courses as Certificate; Diploma; Bachelor's Degree in library science; including Post-Graduate Diplomas in Information Technology, Archives and Documentation and Library Automation, Master of Library and Information Science, Associate ship in Information Science; Master of Philosophy; Doctor of Philosophy at Research level.

EMERGING TRENDS AND CHALLENGES:

LIS Professionals have to face many challenges to meet the need of the hour to bring the LIS quality education. The ultimate aim and purpose of doing the professional courses is to obtain an excellent job. But nowadays most of the open universities have limitless intake of students; as a consequence, qualitative students are not coming out from these universities. In addition, notwithstanding having higher degrees with good percentage, they are ineffective and unproductive in the field of professional. The biggest challenges and issues faced by LIS education system are:

- Lack of admittance procedure
- Lack of budgetary policy
- Inadequate Infrastructures
- Insufficient Knowledge and Training
- LIS course duration, curricula
- Insufficient Contact Classes
- Absence of Accreditation
- Lack of reinforce policy
- Lack of a holistic perspectives
- scarcity of Library Visit
- Lack of Permanent Faculty for Distance Program
- Lack of Evaluation & Medium of instruction

SUGGESTIONS

- Entrance tests should be based on excellent academic proof and should conducted properly; Practical hours should be expanded and presence should be made mandatory during the entire course.
- It is endorsed that LIS courses syllabus should be upgraded at all levels. LIS courses must be based on the needs of the emerging job markets and Masters Level course duration should be of four semesters. Dissertation/

project work should be in the third semester and practical training/work experience should be given in the fourth semester.

- Regular Teacher should be designated in LIS Universities, Colleges & Institutions and the teaching style must be creative, innovative and helpful in facing the changes of ICT environment.
- Students must be trained in online searching, information literacy, interpersonal skills, research skills, communication skills and leadership competencies.
- All LIS Universities, Colleges & Institutions in India should obtained the sufficient infrastructure including well-equipped ICT laboratory with computers, Internet, Latest library management software i.e. LIBSYS, SOUL, KOHA, DSpace, Greenstone, Joomla, Moodle etc for imparting hands-on training.
- E-learning techniques should be introduced to get better quality of the products with Minimum qualified teachers for Increasing and developing the competencies and self-assurance among the professionals by giving knowledge of latest technology.
- Mobile technology learning should be encouraged as mobile-friendly methods allow learners to access information in a quick and easy way; able to pick up learning as and when suits them.
- Study centers should take well organized classes consistently in selected major cities for the convenience of the working group of students.
- National Professional bureaus should be set up to carry out LIS Courses accreditation works to maintain nomenclature, LIS curricula standard, Course duration and fee.

CONCLUSION

There are massive opportunities in library science because Library profession has transformed from keeping books to database management & Information management. In recent years LIS Education has developed new courses, teaching and learning strategies including ICT Usages. In India, e-learning is the future of education. At present it merely supplements traditional distance learning methods rather than replaces them. The probable causes for that are lack of finance, infrastructure as well as ICT technologies access, lack of technological skills and level of courses to be considered, designed and offered, instructional delivery modes, necessary faculty, accessibility and reasonability of technology, assessment etc. But online LIS education can be more supporting and encouraging in India. Unbelievable growth of devices; ranges of standard professional courses and expanding networks will make possible the development of web based learning as a cost effective and convenient educational method. Hence, the learning system of digital environment will noticeably play a vital role in delivering education in isolated parts of the country in the future.

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