Reorienting Quality of Library and Information Science Education in India

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Abstract:

The present article highlights the present Library and Information Science Education in India and its transformation in quality education to improve the importance in our higher education system. LIS education plays the most significant role in desiring standard, advanced well well-equipped modern libraries and providing library services to its users. The quality and improving LIS education present a set of advantages in higher education and research in all concerned fields. Library and information science education contributed directly to transforming our nation's sustainability into an efficient, equitable and vibrant knowledge society by providing quality library services to its users, teachers, students and researchers.

Keywords: higher education, LIS education, need for quality LIS education, library resources, LIS curriculum, NEP 2020, library services.

Introduction:

The history of LIS education in India dates back to 1911 when W A Borden started a short-term training programme in library science at Baroda under the patronage of Maharaja Sayajirao Gaekwad of Baroda at the Central Library Baroda. This Centre was formal training for librarianship which paved the way for library education in India. Asa Don Dickinson was invaded to start the Punjab University library. Started on LIS course in 1915 of three months. The first university course in India was started at Punjab University. The first book on LIS education was published by the Punjab University named, "The Punjab Library Premier". The first library certificate course in library science was started in 1929 and the diploma was started in 1935 at the Imperial Library Calcutta/ Madras University (1937), BHU (1942), Bombay University (1944), Calcutta University (1946) and Delhi University (1946) were getting a diploma course in library science. The first full-fledged department of library science was established in 1946 and started admission to the PG diploma in 1947. After India for independence, various universities started full-time courses in library science education. The various universities' library departments started a degree, PG and Ph. D in library science as well.

ICT and LIS education in India

With the introduction and efficient use of computer technology in India, there was a revolutionary change in libraries and LIS education computers and ICT technologies started being used in all fields and libraries also accepted this change. The computers and ICT technologies were started in all areas and in each field particularly in libraries. Libraries were run by ICT-skilled librarians & library staff to provide faster services to their users with the help of ICT technologies.

Changing Nature and Scope of LIS Curriculum

ICT technology and internet-based services has also largely influenced the functioning of libraries by doing drastic changes in libraries in the form of automation to provide advanced & speedy library services and involving library education. The use of ICT in present libraries is seen due to the unprecedented growth and changes in ICT.

Libraries and library services were also upgraded from traditional form to digital form and various web-based, ICT based services were introduced. To provide the required information and knowledge resources to library users, libraries and librarians must equate themselves with advanced and upgraded technology and the ways progressively accepted by all. The librarian also needs to develop to use such innovative technologies to provide document delivery services. The need of information of the users is changing Fastly so the librarian must awarded himself regarding the latest developments in the ICT and all types of technology developed to and being used in libraries.

Present Status of LIS Education in India

After independence (1947) the library science diploma was changed to a master in library science (M.lib & I. Sc.). After 1956 new library sciences departments were established and they started post-graduation in library science education. Since its inception LIS education has grown and developed a full-fledged much disciplinary subject at present LIS courses degree, PG and Research level are being imparted by various colleges, universities, library institutions, associations and specialized research institutions in all over the country.

Apart from the colleges and universities some national level R & D organisations & institutions imparting advanced LIS education like Documentation Research and Training Institution (DRTC); Indian Statistical Institution, Bangalore; National Institution of Science Communication and Information Resources (NISCAIR) formerly known as INSDOC, some national open universities in the country also made available the LIS education distantly. The national level institutions like UGC as the Indian council official Science and Research(ICSSR) are playing role in library and information science research by providing the required knowledge resources, guidance and monitoring help to its research features and to doctoral students in the LIS field.

Levels of LIS education in India

- o Certificate/Diploma in Library Science (C/D. Lib. Sc)
- o Bachelor of Library & Information Science (B.LIS)
- o Master of Library and Information Science (M.LIS)
- o Master of Philosophy in LIS (M.Phil.)

 o PhD (Doctor of Philosophy) in Library and Information Science

Above all level of LIS education in LIS being offered by various universities and collages the throughout the country. Some institution of association also imparting LIS education to the students and doctoral students.

At the present it in estimated that 120 universities offer a bachelor degree, 78 a masters, 16 an M. Phil and 63 a Ph.D in Library and Information Science in India.

Advanced courses & Diplomas, Degrees & Research in LIS education imparted by vicious Institution

Other courses include certificate courses, diplomas & PG diplomas & honors courses in LIS

- Certificate in ICT applications in libraries (CICTAL)
- Post-graduate diploma in Library Automation & Networking(PGDLAN)

Following institutions & associations offered short-term courses

- NISCAIR, New Delhi
- SARC Doc Centre(SDC), New Delhi
- INFLIBNET, Ahmadabad, Gujrat
- NASSDOC, New Delhi
- DelNET, New Delhi
- IIM, Lucknow
- SENDOC, Hyderabad
- ILA
- IASLIC
- SIS
- Some universities also run short-term LIS courses
  Various Committees on Library and Library Science in India

After independence universities and colleges focused on establishing LIS departments and arranging & designing course structures with & curriculum activities but in an evolving atmosphere particularly a revolution in LCT & information it was needed to redesign the curriculum by providing the required and adequate infrastructure.

Infrastructure is one of the most important elements for offering quality, LIS education infrastructure lacks in number of LIS institutions except a few university departments. The great in modern LIS education in the digital era can be achieved simply by providing infrastructure along with an implanted review curriculum.

Ranganathan Committee (1954)

Dr S. R. Rangnathan's committee contributed to recommendations for the development of university & college libraries in 1954

Ranganathan Committee (1965)

The recommendations of this committee were accepted and a remarkable change in LIS education. ICT was introduced into the field of LIS

Kaule Committee (1993)

The report of this committee was accepted & published in 1993 under the title "Report of the Curriculum Development Committee on library & Information Science", to bring a uniform syllabus in LIS education in India.

Karriddappa Committee (2011)

This committee discussed & recommended as aspects of the LIS curriculum and proposed modules syllabi for LIS education for all LIS education institution in India. The report focused on needs of changes in course content, knowledge & skill environment. This committee also suggested the marking patterns, number of credits and number of have of reading theory & practices.

Challenges of LIS Education in India

After independence, there is remarkable and admirable progress in the field of LIS education, but it is also to be noted that LIS education in India is still insufficient in all concerning LIS education and LIS teaching. Several researchers in the field of LIS development in India showed that there are lack of the same factors to be considered for adoption for future development in LIS education. At present, there are many challenges & inadequacies in LIS education across the country and almost all colleges & universities' LIS departments regarding the challenging factors which affect the consistent development of LIS education & its importance. The major factors which are still affecting LIS education are –

1. ICT proficiency inadequate ICT provisional library science teaching staff :
   The findings of studies have shown that in many LIS departments, a lack of ICT professionals is a major factor and barrier in modern LIS teaching. Recent findings have also attested that LIS educations prohibit emerging technologies.
2. Unavailability of IT professional teaching staff :
   It is well known that the number of students seeking LIS education has been growing in recent years market pressure on teaching professionals due to evolved techniques and frequently insufficient professional teaching staff is a major factor in the LIS department. Most of the schools/department requires ICT skilled well maintained & qualified teaching staff who are efficient teachers to LIS students.
3. Financial problem/underfunding
   This is also the major problem facing the LIS institutions along with all the necessary infrastructural & technical expertise to deal with the ICT technologies. In many institutions, there is the issue of underfunding to impart an advanced LIS educational system.
4. Lack of Policy Implementation
   The Gov. of India and various agencies involved in library science education have recommended & designed policies to implement in college & university LIS departments to improve the education system. Various policies designed by various LIS committees have been proposed regarding curriculum improvement, basic infrastructural requirement uniform syllabi and particularly the application of ICT tool emerging technologies in teaching and learning in LIS departments to properly efficient LIS professionals.

5. ICT & LIS departments

ICT & computer applications is an integral part of teaching and learning. LIS teaching faculties should be well-trained trained, and well-aware of new & emerging technologies & all kinds of modern trends. Regular and time-bound seminars, and workshops. Refresher courses, and orientation courses for teaching faculties will help to modernize them to propagate perfect knowledge of LIS to their students.

Conclusion:

With the many and fast changes occurring in library and information science education, all the concerned with the field need to upgrade themselves with implored adoptive, evolved curriculum for library & information science, today there needs to be synergy and relativity between various fields related to information & ICT. The LIS professionals & LIS staff & the basic LIS curriculum should be developed by in such a way that National Education Policy (NEP2020) will be useful application to access, and uniform LIS education across the nation. NEP experts' universal education at all levels of education.

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