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### ***Full Length Paper***

## **Library Information Science in India: Issues and Trends**

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### **Abstract**

*This purpose of this study is to explore Library and Information Science (LIS) education in India .*

It describes the current status, the different patterns and levels of LIS education, as well as the research programmes being offered by various universities. It provides an overview of the various LIS courses at various levels through regular courses and open schools. It discusses the problems affecting the status of LIS education and suggests ways to solve these problems and the approaches to prepare the LIS professionals to face the growing challenges of the job market.

Traditional reading habits of library users were now changes with the changing environment and working culture. People are now looking for an opportunity to read contents in electronic mode.

It reduces the burden over the person to keep staying inside the library and now person can even read contents while travelling or while moving around the world. Traditional libraries and digital libraries complement each other to meet the needs of various kinds of readers. Younger generation students sometimes prefer reading through the internet or following up book reviews as such opportunities can be thought as effective means for fostering reading habits. Reading is

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influenced by many factors like environment, subject, background, age etc. Libraries are not the exception to the influence of modern technologies which has converted the functional activities in all walks of life.

**Keyword:** *Digital Media, Internet, Library Information Sciences*

## **Introduction**

Recent years have witnessed considerable progress in the area of univers e of primary education in India. The nation has crossed the 50 percent mark with regards to literacy. Nevertheless, it still has the dubious distinction of having the largest number of illiterates in the world. Although there has been a considerable increase in the infrastructure of the education sector, the goal of providing basic education to all still remains a distant dream. Library in one of the social institutions, so it always is involved in the progress and development of the society for the successful administration and organization of the library, especially trained personnel's art required. This is only done through the library science is a professional as well as technical subject and also is a service profession. Thus the full knowledge about techniques, method used and services provided by them is given in library science education to the learners and trainers.

Every stage of societal development requires an educational system that can adequately reflect its needs and demands. The Information technology revolution has already taken its root in India and this has profound implication for the information professionals. Today modern librarian ship is a profession with a diversity of opportunities and challenges and Library Information Science (LIS) professionals have to play a vital role in the process of information organization, retrieval, repackaging and its communication. Now the designatio n of jobs has been changed to Web Manager, E-Publisher, Knowledge Manager, Information Manager/Officer, Internet searcher etc.

To survive in this changed world, LIS professionals must be well educated, highly qualified and professionally competent with different skills.

### **History of Library Education**

The first school in the world, to provide library science education, was started in USA in 1887 in Columbia College, with the efforts of Melvil Dewey, the profounder of famous Decimal Classification Scheme. Dewey named the first school The School of Library Economy. He emphasized on the library techniques and behavioral aspects of library services in the teaching of the school. After it, on the same pattern many other schools were setup in USA, up to the end of the 19th century. America is the first country, where library education was started not only at school level but also at degree and higher level. The second country is the England, where the London School of Librarianship to impart library education was opened in 1921 at London.

### **LIS education in India**

Next to USA and England, India is the country, where a large number of library science schools have been established. India recognized the important of library education relatively quite early because of the demand for qualified manpower requirement felt in the management of various type of libraries. Mr. W.A. Bordan, an American Librarian and pupil of melvil Dewey was invited by Maharaja Siyajji Rao Gaikwad of Baroda state to organize a good library system in his princely states. Bordan started a training programme in 1911. But after some years, this course was stopped due to some reasons to improve the organization of its libraries, Punjab university also called Mr A.D. Dickinson from USA in 1912. Dickinson also started in 1915 library science training school at university campus at Lahore to train university library staff and others. This training course was programmes of both the Americans, Bengal Library Association also started

a course at Calcutta in 1935, which also played a significant role. However, the credit for starting a formal course of library education in India goes to William Alonson Borden and Asa Don Dickinson, students of the great librarian Melvil Dewey. Borden began a training course in 1911 at the Central Library, Baroda in and Dickenson at Punjab University in 1915. The training school at Punjab University was considered to be the second known library school in the world; the first acquainted school is Ranganathan Columbia School. Dickenson was probably the first to use the term 'Library Science' for his training course in place of 'Librarianship'. Dr. S.R. - the father of Indian library science - who also worked sincerely for the spread of Library and Information Science education in India, by his efforts, universities and library associations started setting up library schools. Madras Library Association and Bengal Library Association started a certificate course in Library Science in 1929 and 1935 respectively. Among the universities, Madras University under Dr. S. R. Ranganathan, took over the certificate course from Madras Library Association in 1931. The course was subsequently converted into a postgraduate course of one-year duration in 1937. Some more which follow were: Andhra University (1935); Banaras Hindu University (1941); University of Delhi (1947); Aligarh Muslim University (1952) and so on. University of Delhi in 1948, under the guidance of Dr. Ranganathan, started a Masters course in Library Science in India and Aligarh Muslim University was the first to provide a Bachelor course in the country. The University of Delhi again holds the credit as the first to start the research program and to award M.Phil and PhD degrees. The development of LIS as a field of study began with the basic skills of classification, cataloguing, indexing, reference, bibliographical search, and professional values. Dr. S.R. Ranganathan played a vital role in the development of library education, libraries, and the library profession in India. Formal LIS education in India is nearly 100 years old :

## **LIS Education before Independence (1910-1947)**

Library education programmes started in several places long before independence in 1947. It is estimated that there were five universities conducting a diploma course before independence. In India, more professionally-trained librarians are being graduated than elsewhere in Asia, probably due to a longer-established tradition of British-inspired university organization and scholarship. In the past there was little emphasis on library service in the modern sense. Library training was not necessary and an apprenticeship in a library was sufficient. Library science training in India dates back to 1910, with formal from 1911, when the Gaekwad of Baroda, Shivaji Rao II, invited W.A. Bordon who was a librarian of the Young Man's Institute, New Haven, Connecticut, USA and a pupil of Melvil Dewey. He spent his 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. Another American librarian, Asa Don Dickinson, was appointed by the Indian Government in 1915 at the University of Punjab (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 in the US. In 1919, University of Punjab awarded a certificate in Modern Library Methods. The University of Madras began a three month certificate course in librarianship in 1929 which were inspired by Dr. S.R. Ranganathan. In 1937, it changed to a one-year graduate diploma course, which served as a model for the development of library science education courses in the country. The Banaras Hindu University began a one-year diploma course in 1941 and in 1946 Bombay University also started a diploma course in Library Science

## **LIS Education after Independence**

At the time of independence, there were five universities in India with a diploma course in library science. After independence in 1947, LIS schools in India proliferated. A master of library science program was started in 1948 at Delhi University by S.R. Ranganathan. It was the first department of library science to be constituted as a teaching department. In 1978, Delhi University also introduced the first M.Phil. course in library science in India .

Other degrees include certificate course, diploma and post diploma, and honors course in certificate in ICT application in libraries (CICTAL ), and a P.G. diploma in library automation and networking (PGDLAN). The LIS schools are scattered over the states and union territories of India. This depicts the mushrooming growth of LIS education in India within a span of about 50 years. There are also various advanced short-term training programmes offered as continuing education. Some universities have also introduced correspondence courses in LIS. Indira Gandhi National Open University and some open universities are providing library courses to distant learners. The courses offered by correspondence are generally based on print material.

## **E-learning and Traditional Education**

E-learning is essentially the computer and network enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self paced or instructor led and includes media in the form of text, image, animation, streaming video and audio. The education in India has a rich and interesting history. It is believed that in the ancient days, the education was imparted orally by the sages and the scholars and the information was passed on from one generation to the other. After the development of letters, it took the form of

writing using the palm leaves and the barks of trees. This also helped in spreading the written literature. The temples and the community centers formed the role of schools. Later, the Gurukul system of education came into existence. The Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. Even though the education was free, the students from well-to-do families paid the Gurudakshina which was a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. This system is referred as the oldest and the most effective system of education.

### **Issues and challenges of LIS education**

There are some issues and challenges of LIS education as follows

- Education for librarianship
- Information explosion
- Information literacy
- Government information
- Decreased funding for established libraries
- Intellectual property rights
- Digitization

Apart from that's issues there is a wide gap between ICT and education systems in India. Because out of some colleges in India about less percentage have Internet and out of large no. of universities near about 5% are having Internet connectivity Information Society. And Different type of employment opportunities, which are coming up for LIS graduates due to the

technological changes. For example, web content manager, meta data creators, electronic publishers, etc

## **Current Issues of LIS**

Many institutions and organizations require the services of a librarian in some capacity and many librarians, along with others who have studied library science, work extensively with technology. Digitizing paper documents is a major trend in library science. The effort and money needed to scan, copy and catalog existing library materials far exceeds the ability of most institutions. Another problem posed by technology relates to access by members of the community, as many libraries are training places for students or other citizens who wish to learn new computer skills. These individuals may not have access to this technology at home or elsewhere and may require remedial instruction from library technology experts. Archiving is a more traditional problem of library science. Many institutions possess extensive collections, and keeping these materials stored in a safe and organized way is an ongoing process. The methods for storing archival materials, from paper manuscripts to rare books to digital files, are constantly evolving. Library science must keep up with these changes, both in terms of developing and implementing new methods.

Another major problem of library science is granting equal access to libraries and their collections to as many people as possible. While some libraries, such as those housed at private universities, may only be available to certain users, public libraries are open to everyone. Ensuring that library materials are available to people in different cultural and economic classes is an important ethical concern shared by many different fields within library science. This means ensuring that library locations are accessible by public transit or that hours of operation are convenient for library patrons who work during daytime hours.

## Propositions

The following propositions are suggested for the LIS education in India

- Developing the competencies and confidence among the professionals by giving knowledge of latest technology
- Keeping liaison between the LIS educationists and the library professionals for providing training in specialized courses.
- Assessment and accreditation of universities by any controlling organization at the national level to judge the quality of the products.
- Keeping a balance between the job opportunity and number of LIS products produce each year.
- Introduction of e-learning techniques to improve the quality of the products with minimum qualified teachers.
- Provision of minimum infrastructure facilities by the controlling authority by giving sufficient funds.

## Vision of LIS education in India

LIS education should not only meet the immediate needs but the future needs . The LIS education in India, in the digitized environment, should have the following vision.

1. Introducing e-education programme for the LIS education and developing Virtual Learning Tools (VLT).

2. Strengthening of research components in the areas focusing the need for the coming problems related to information users and innovating new curriculum and teaching techniques in digital environment.
3. Imparting training in modular courses to meet diverse types of users and libraries in India.
4. Outsourced teaching pattern for teachers and trainers through industry -academia-interface to inculcate the use of new tools and techniques of IT/ICT.

## Conclusions

The growth of library and information science is at a good pace. Developing countries like India have also started accepting library and information science and have been expanding its subject boundaries. The maturity of the scientific aspect of the library science discipline has helped in increasing the literary output in the field of library and information science.

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