Growth of Library Science Education in India

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Abstract

The main purpose of this article is to discuss the latest trends and developments in LIS education and training in India. It is worth noting that the first decade of the 21st century has been remarkable for library and information science education in India. Some universities and institutions have initiated educational and training programs in library and information science. Many universities and institutions have changed the names of LIS programs and revised curricula from certificate programs to master's degrees to research studies and international collaborations. It can be observed that many LIS schools have turned their curricula from minor fixes to overhauls, from traditional to digital curricula. LIS schools have opened up to more interdisciplinary, practice-oriented teaching rather than theoretical teaching, and are also promoting international collaboration.

Key Words: LIS education, PGDILIT, D. Litt., LIS School

Introduction

Library and information science education in India has played an important role in the development of the information society through its planned efforts. Library and information science education in India celebrated its centenary in 2011. S.R. Ranganathan (1892-1972) is considered the father of the Indian library movement and introduced formal LIS education in the country. It was he who initiated, organized and developed library education in Madras with the support of the Madras Libraries Association. In turn, Ranganathan founded the School of Libraries at the University of Madras, which was established more than 80 years ago and set trends throughout India. Since its inception, LIS education in India has undergone many changes and modifications from time to time. The seeds of LIS education in India were planted during the British Raj and have since grown and spread throughout the country.

Foundation of Library School in India

From a review of the available literature, the first evidence of librarian training of any kind in modern India appears to have appeared in 1903 as a librarian at the Central Hindu College in Benaras (present-day Varanasi) Sent to Imperial Library (National Library), Calcutta, for internal training 1. After this, the initiative of Maharaja Sayaji Rao Gaekwad II, the former ruler of Vadodara and first director of the National Library, gained prominence. The Maharaja had brought in from America William Allenson Borden, one of the first students of the Albany School founded by Melville Dewey in 1887. Borden was also an experienced librarian, having worked with Melville Dewey as an associate professor at the Columbia University School of Libraries. The world's first library school.The Maharaja was impressed by what he had seen and heard in public libraries in the United States, which had been able to contribute to the development of libraries in India as early as 1906. He established a network of free public libraries in his state and under his

leadership a network of libraries was established in Vadodara in 1910. The Maharaja also made it clear that proper manpower is needed to manage these libraries. In 1911, again under Bodden's direction, he established a school of library science in Vadodara. This marked the beginning of library education in India.

Growth and Development of LIS Education

LIS training is currently delivered by Universities; Distance Learning Councils or University Distance Learning Institutes (under the Distance Learning Council); Universities and Autonomous Bodies. Currently, more than 234 universities, colleges, and institutions, including undergraduate and distance education, offer library and information science training programs. A university recently awarded D. Litt. It claims to be the first library science degree of its kind in the world. Until 1986, only 38 universities had master's programs, which may not be a terrible comparison; 18 universities provided research facilities for doctoral students, but not all of these 18 universities had master's programs.

While analyzing the facet it could be revealed that, the growth is highest after 2000 i.e. 59 (41.84%), followed by the period 1981- 1990 which constitute 22 (15.60%) and 18 (12.77%) both for 1961-1970, 1991-2000 respectively. It is apparent that, the number of LIS departments is gradually increasing after 1961. It may be due to the formation of various library development committees by UGC like, Ranganathan Committee on University and College Libraries (1957-59), Ranganathan Committee on Library Science Education (1961-65) and Kaula Committee on Curriculum Development (1990-93), etc. Statement could also be made that, much emphasis is given to LIS education during 2001 to till date by the universities, which may be due to constitution of the Karisiddappa committee on curriculum development in LIS education (1997-2001) which provide guidelines to impart LIS education with new model curriculum.

In India, LIS education courses are offered at six levels and in a variety of formats and programs, including normal (nearby) and distance (off grounds); affiliated universities' colleges; and government agencies and associations. Universities that offer the course as a one-plus-one-year BLISc and MLISc or as a two-year integrated MLISc stream make a significant contribution. In addition, there is a third field, self-financing, whose structure varies due to the fact that universities offer them as part-time summer courses that last one or two years.

- Certificate Course (Certificate in Library and Information Science)
- Diploma Course (Diploma in Library and Information Science)
- Bachelor's Course: BLISc-Bachelor of Library and Information Science; BA (LIS): Bachelor of Arts (Library and Information Science); BSc (LIS) - Bachelor of Science (Library and Information Science)
- P.G. Diploma: PGDLIM-Post-Graduate Diploma in Library and Information Management; PGDLAN-Post-Graduate Diploma in Library Automation and Networking; PGDILIT-Post-Graduate Diploma in Library and Information Technology
- Master's Program: MLISc- Master of Library and Information Science; MSc (LIS)- Master of Science in Library and Information Science; MIS-Master of Information Science; M.Tech-Master of Technology in Library and Information Science
- Research Degrees: M.Phil-Master of Philosophy; Ph.D-Doctor of Philosophy.

There are 158 institutions that offer a BLISc, 160 universities offer a MLISc, and 48 universities offer an M.Phil. Program in LIS. As on date 96 divisions have Ph.D. research offices in library and data science discipline. There are 59 independent universities, colleges, and other educational establishments that offer courses via LIS—one hundred and seventy of them via regular mode. To

rise above the obstructions of existence, as different disciplines LIS training is presently additionally accessible in both mode customary (nearby) and distance mode (off grounds). In addition, there are Dual Mode Universities in India that provide LIS instruction both in a traditional classroom setting and via distance learning.

According to the information gathered during the study, 59 (25%) and 175 (75%) of the 234 institutions offer distance and regular LIS education, respectively. There is also a wide range of education levels. At present there are six degrees of LIS instruction programs, viz., Bachelor's (B.A. and B.Sc.), P.G. Diploma, Certificate, Expert's (M.I.S., M.Sc., M.L.I.Sc. and an M.Tech. what's more, Exploration degrees (M.Phil. and Ph.D.) Universities that offer one-plus-one-year BLISc and MLISc courses or two-year integrated MLISc streams make a significant contribution to LIS higher education. In addition, there is a third field, self-financing, whose structure varies due to the fact that universities offer them as part-time summer courses that last one or two years.

Conclusion

The study demonstrates that LIS education in India is a dynamic and changing field. More than a century ago, in 1911, India started the first library training class. Since then, the discipline has undergone numerous transformations in tandem with the evolution of society. There has been marvelous development in library and data science schools/divisions in the main ten years of 21st hundred years because of popularity for library experts. There are currently over 141 universities; 93 colleges and universities that offer LIS education and awards, ranging from certificates to doctoral degrees. These LIS schools' products must be market-oriented and possess high skills and competencies in order to be competent enough to meet the challenges. Current LIS graduates have access to employment opportunities in a variety of industries, including education, manufacturing, and research and development. This attracts highly qualified individuals from a variety of social and academic backgrounds. By utilizing cutting-edge technologies to meet the challenges of information and knowledge management in the 21st century, LIS schools, associations, and organizations can contribute significantly to the provision of education and training. In this regard, periodic review and revision, as well as curriculum redesign to keep up with the most recent information world developments, can be very helpful.

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