International Journal of Advance Studies and Growth Evaluation

Library and Information Science Education: The Indian University

*1 Dr. Chandan Datta

*1 Librarian, AMEX Law College, West Bengal, India.

Abstract
Library and Information Science (LIS) education in India has undergone significant transformation in response to rapid technological advancements, changing information needs, and the evolving role of libraries in higher education and society. From its early roots in traditional librarianship, LIS education in Indian universities has expanded to include information technology, digital libraries, knowledge management, data curation, and information literacy. This paper examines the current status of LIS education from the Indian university perspective, highlighting curriculum structures, teaching methodologies, and research trends. It explores the role of regulatory bodies such as the University Grants Commission (UGC) and professional associations in shaping academic standards and ensuring quality assurance. The study also discusses challenges faced by LIS education in India, including curriculum gaps, limited industry exposure, uneven infrastructure, and the need for continuous faculty development. At the same time, it identifies emerging opportunities driven by digitization initiatives, open educational resources, interdisciplinary collaboration, and the growing demand for information professionals in diverse sectors. The abstract emphasizes the need for regular curriculum revision, stronger practical orientation, integration of emerging technologies, and alignment with global LIS education trends. Strengthening LIS education in Indian universities is crucial for preparing competent information professionals capable of supporting knowledge creation, access, and dissemination in a rapidly changing information environment.

*Corresponding Author
Dr. Chandan Datta
Librarian, AMEX Law College, West Bengal, India.

Introduction
The foundation of library and Information Science Education in India was laid in 1911when WA Borden, an American trained librarian started a short training programmed at Baroda under the Patronage of Maharaja Sayajirao Gaekwad to create manpower for organizing newly established libraries in the princely state of Baroda. The more systematic training programme was initiated by Asa Don Dickenson at Punjab University, Lahore (now in Pakistan). Madras library association conducted summer schools of three months duration for college librarians in 1928 30. Later on, the University of Madras started a full time Diploma Course for the first time in India in 1931. Andhra University and Bengal Library Association started training programme for librarians in 1935.The Imperial Library (now National Library), Kolkata conducted a training course leading to diploma in librarianship in 1935, which was continued till 1945.

The first independent Department of Library Science was started in 1945 at the University of Delhi.

Library and Information Science (LIS) Education in Indian Universities is Quite Extensive and Diverse
Top Universities: Some of the top universities offering LIS programs in India include the Indian Institute of Technology (IIT) Kharagpur, Indian Institute of Science (IISc) Bangalore, University of Hyderabad, and University of Delhi.
Programs Offered: Indian universities offer a range of LIS programs, including Bachelor of Library and Information Science (B.Lib.I.Sc), Master of Library and Information Science (M.Lib.I.Sc), M.Phil., Ph.D., and diploma courses.
Admission Criteria: Admission to LIS programs typically requires a bachelor's degree in any discipline with a minimum percentage of marks.

Course Content: The curriculum generally includes subjects like library and society, library cataloging, library classification, information sources and services, and documentation techniques.

Career Opportunities: Graduates can pursue careers as librarians, library assistants, information officers, archivists, and more

Research and Development: Many universities also emphasize research in LIS, contributing to the development of the field and addressing contemporary challenges.

Education for National Development

Empowering Communities: LIS professionals are instrumental in providing access to information, thus empowering communities with the knowledge they need for social, economic, and cultural development.

Supporting Education: Libraries serve as the backbone of educational institutions. By providing access to books, digital resources, and research materials, they support students and educators in their academic pursuits.

Promoting Digital Literacy: As India moves towards a digital economy, LIS education emphasizes digital literacy, ensuring that citizens can effectively use technology for learning, work, and daily activities.

Boosting Research and Innovation: LIS graduates manage research libraries and digital repositories, supporting scientific and technological advancements that drive national development.

Cultural Preservation: LIS professionals are also involved in preserving cultural heritage through the maintenance of archives and special collections, which are crucial for maintaining national identity and history.

Policy Development and Implementation: LIS education includes training in policy advocacy, enabling professionals to contribute to the development and implementation of policies that promote literacy, education, and access to information.

As Human Resource

Skill Development: HRD programs focus on equipping library professionals with new skills and expertise to better serve patrons and adapt to changing community needs This includes training in digital literacy, information management, and customer service.

Continuous Learning: Encouraging a culture of continuous learning is crucial Librarians are encouraged to stay updated with the latest trends and advancements in their field through workshops, seminars, and professional development courses.

Attitude and Motivation: HRD initiatives aim to foster a positive and customer-centric mindset among library staff this involves nurturing empathy, understanding, and a strong motivation to make a lasting impact on patrons' lives.

Performance Evaluation: Regular performance evaluations and feedback mechanisms help identify areas for improvement and guide staff towards personal and professional growth

Creating Development Opportunities: HRD programs create opportunities for career advancement and professional growth, ensuring that library professionals can reach their full potential

Awareness and Motivation: Creating awareness about individual strengths and areas for improvement is essential for guiding staff towards personal and professional growth

Growth of Library Education Programs

Historical Foundations: LIS education in India dates back to the early 20th century, with the first courses being introduced in the 1920s. Influential figures like Dr. S.R. Ranganathan played a significant role in shaping the field.

Post-Independence Expansion: After India gained independence in 1947, there was a significant expansion in LIS education several universities and institutions began offering diploma and degree programs in library science.

Open Universities: The establishment of open universities like the Indira Gandhi National Open University (IGNOU) in the early 1990s further boosted LIS education by making it accessible to a wider audience.

Technological Integration: With the advent of digital technologies, LIS programs have evolved to include courses on digital libraries, information technology, and e-learning this has helped in keeping the curriculum relevant and up-to-date with current trends.

Research and Development: There has been a growing emphasis on research in LIS, with many universities offering M.Phil and Ph.D. programs. This research contributes to the development of the field and addresses contemporary challenges.

Current Landscape: Today, around 100 universities in India offer LIS graduate and postgraduate degrees, producing approximately 2000 LIS graduates annually. The programs are spread across 32 states and union territories, with Tamil Nadu leading in the number of graduates

Challenges and Future Directions: Despite the growth, there are ongoing challenges such as the need for curriculum updates to keep pace with technological advancements and the demand for more qualified faculty. There is also a call for innovative approaches to reform LIS education to better prepare professionals for the evolving information landscape

Certificate Course in India

Certificate in Library and Information Science (CLIS) by IGNOU: This course is designed for grassroots-level individuals interested in library science and information. It covers theoretical and practical aspects of library science over a duration of 6 months

Certificate Course in Library Automation by IPS Academy: This course focuses on library automation, including library management systems, cataloguing, patron services, and circulation it is suitable for graduates and takes about 6 months to complete

Certificate Course in Library Science by National Institute of Open Schooling (NIOS): This course covers various aspects of library science, including library types, functions, services, and the role of librarians in the community. It is a comprehensive program that provides a solid foundation in library science.

Certificate Programme in Library and Information Science (CLISOL) by IGNOU: This program aims to impart skills and training necessary for the effective organization and management of libraries and information units. It covers various library and information services with the help of IT.

Undergraduate Diploma Course of India

Undergraduate Diploma Courses in Library and Information Science (LIS) in India are designed to provide foundational knowledge and skills for managing libraries and information centers. Here are some key details:

Duration: These courses typically last for 1 year.

Eligibility: Candidates need to have passed their 10+2 or equivalent examination with a minimum of 50% marks.

Course Content: The curriculum includes subjects like library and society, library cataloging, library classification, information sources and services, and documentation techniques.

Admission Process: Admission is usually based on merit, but some institutions may conduct their own entrance exams.

Career Opportunities: Graduates can work as librarians, library assistants, information officers, archivists, and more Job opportunities are available in government offices, educational institutions, private sectors, and abroad.

Top Institutions: Some of the top institutions offering these courses include Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (NIOS), and various state open universities

Postgraduate (PG) Diploma Course

Postgraduate Diploma (PGD) courses in Library and Information Science (LIS) in India are designed to provide advanced knowledge and skills for managing libraries and information centers. Here are some notable PGD courses:

PG Diploma in Digital Library and Information Management (PGDLIM) by Tata Institute of Social Sciences (TISS). This course focuses on digital libraries and information management, integrating research, communication, and education on a digital platform. It is a dual-mode program with a duration of one year.

PG Diploma in Digital Library and Data Management (PGDDLDM) by Somaiya Vidyavihar University. This 6-month program covers lectures, practical sessions, tutorials, project work, and internships. It aims to build professional skills, data literacy, and work culture for establishing digital platforms.

PG Diploma in Library Automation by various institutions: These courses focus on library automation, including library management systems, cataloguing, patron services, and circulation.

PG Diploma in Library and Information Science (PGD-LIS) by IGNOU: This program covers various aspects of library and information services, including digital libraries, information technology, and e-learning.

Bachelor of Library and Information Science (BLIS)

This is a one-year degree course conducted by universities after students graduate with a basic degree. However, in some colleges, Library Science is offered as an optional subject at the Bachelor of Arts level. For this, the students opt for Library Science as one of the optional paper, along with other optional papers in social sciences or the humanities. Students passing with this option would be considered at par with other degrees (University Grants Commission, 2001). Bachelor's degree prepares students for professional positions in college and university libraries or as a school librarian. At present, 120 Indian universities are offering BLIS.

Master of Library and Information Science (MLIS)

It is a post-graduate course offered after BLIS. Presently, a total of 99 universities are offering MLIS, 21of them are offering two-year integrated course (Table 1 & 2) directly after BLIS. Many of the universities, which were initially offering BLIS and MLIS courses, have now switched over to a two-year integrated course. The North East Hill University (NEHU) was the first University to start the course in 1986, followed by the University of Madras in 1988. In 1989, University Madras also started MLIS through distance education (Patel & Kumar, 2001).

Associate Ship in Information Science

Since 1964, the Indian National Scientific Documentation Centre (INSDOC) New Delhi has been offering a two-year programme in documentation, which in 1977 the programme was renamed as Associate ship in Information Science (AIS). On the 30th September 2002, INSDOC merged with the National Institute of Science Communication (NISCOM) and was renamed as the National Institute of Science Communication and Information Resources (NISCAIR). The qualification for admission to the NISCAIR's programme is a master's degree in any subject or a BLibSc/BLIS with three years library experience. The Documentation Research and Training Centre (DRTC), established in 1962 in Bangalore, is also awarding AIS. Admission requirement to DRTC is a bachelor's degree in library science or a master's degree in any subject with a minimum of two years library experience.

Advanced Training Course in Information Systems Management and Technology

This one-year advanced training course in Information Systems Management and Technology is provided by the National Centre for Science Information (NCSI), an autonomous organisation under University Grants Commission (UGC) located at Indian Institute of Science (IISc), Bangalore. (Dutta & Das, 2001).

Other Specialized Programmes

The Indian Association of Special Libraries and Information Centers (IASLIC) and the National Archives of India also offer specialized courses. IASLIC offers a one-year diploma programme in special librarianship and the National Archives of India offers a one-year diploma programme in archives and related subjects (Patel & Kumar, 2001).

M.Phil in Library & Information Science

This is a research programme offered by university departments after one's completion of MLIS. The University of Delhi started this programme in 1978. It is to act as a bridge between MLISc and Ph.D. and helped to prepare students for pursuing research. At present there are 16 universities (Table1) offering M.Phil programme. The basic requirement for admission is similar in all the universities but the duration of the course may vary.

Ph.D. Programme

This is an advanced level research programme being offered after the completion of MLIS or M.Phil degree in library science. Today, 64 universities in India are providing facilities for the PhD programme. The general qualification for admission is MLIS. However, LIS teachers and librarians in lecturer's scale are exempted from this requirement (Singh S., 2003).

D.Litt. Programme

Two Universities, i.e. Banaras Hindu University, Varanasi and Utkal University, Bhubaneswar offers D.Litt. programme in library science. So far only one D.Litt. degree had been awarded in India since 1992 by Utkal University, Bhubaneswar, to Dr D.B.Shukla on the topic "The work and impact of a pioneer in library and information science: A critical study of the works of Prithvi Nath Kaula"(Kumar, 1998).

Growth of LIS Departments and the Courses

More than eight and half decades have passed since the first

attempt to educate library profession began in this country. It was a pleasant coincidence that the disciple of the man who established first library school on this earth was responsible to emulate his mentor's legacy in the country. The nation feels endowed to Mr. W.C. Bordon at Baroda for this venture. Today more than 100 Universities and institutions are imparting library and information science education in India from Certificate to Doctorate degree. These have come at a time when the profession itself is on the threshold of great transformation and also much could happen in the years to come. Therefore, it is now imperative to take a stock of the existing situation and profile the states of library and information science education in India today. However, the situation that can be visualized for the future is not what it really is; hence the next few pages overview the status of library and information science education as it exists today.

Pre-Independence Period
Formal teaching of library science education in India is about fifty six years old. The formal course for training library profession in India may be said to have started in 1911. Prior to this there are some sort in service training in library routines in some of the large libraries, such as University libraries established in the 19th century. In subsequent year, the training program was opened to the staff of the other libraries and even to non-libraries. However, the existence of such training in the Imperial Library (now National Library) organized by John Macfarlance, the first librarian of the library from 1901-1906 is mentioned in some report.

The foundation of library and information science education was laid in Baroda when the erstwhile princely state of Baroda and its enlightened ruler Maharaja Sayajirao Gaekwad get the credit of initiating a program of free public library service throughout the state in the fat decade of the century. In 1910, William Alanson Borden, an American librarian was appointed director of the state library development program of the state with trained personnel. The first class was held in the central library, Baroda. In 1913, Borden started summer school in Baroda City for the benefit of the city librarians. The course did not continue, perhaps beyond 1924. The second library school was started in 1915, by an American librarian Asa Don Dickinsion who was appointed librarian of Punjab University, Lahore, started a library course in the University. The Punjab school continues until the partition of India in 1947. Dickinson wrote a small manual on library routines for use in the teaching program "the Punjab library premier (1916)". In 1920, the Andhra Desa Library Association started library school at Ramamohon Granthalayam in Vijayawada. The duration of the course was of one month. In 1934, the syllabus of the course was modified to include more subjects on library work. The Madras Library Association was founded in 1928 mainly through the effort of Dr. S.R. Ranganathan. This was followed up by the Madras library Association establishing an annual summer course in librarianship. In 1931, the association course was taken over by Madras University. In 1937, it was converted into full time Post Graduate course of one academic year leading to the Diploma in library science. In 1960, the Diploma course was discontinued and a course leading to Bachelor in Library Science degree was started. The same year the university passed regulation for Master in Library Science Course. In 1935, Khan Bahadur Asadullah sponsored and administered a regular full time Diploma course in librarianship at the Imperial Library, Calcutta. In 1937, the Bengal Library Association started a regular

Certificate course in Librarianship, this continues to the present day. In 1935, Andhra University started a Diploma course; it was suspended between 1937-1947. In 1970, the Bachelor in Library Science course was started. Courses in library science pattern after the Diploma course in Madras were started in mere four Universities in 1940's i.e.

1941 Banaras Hindu University
1944 Bombay University
1946 Calcutta University
1947 Delhi University

Thus, on the eve of Independence in 1947, there were six University library school offering courses leading to the diploma in Library Science. However, the growths in the library science were spectacular after independence.

Post- Independence Period
In 1972, India celebrates the Silver Jubilee of her Political Independence. During the last twenty five years, there have been significant and sustained efforts at promoting the development of education and scientific to accelerate the development of country. To meet this demand there has been a spread in the number of library schools started during the Post- Independence period. Between, 1947-1956 no library school were established, but seven were established in the three year period from 1956-1959.

DRTC was established at Bangalore in 1962. Originally its training course is of fourteen months duration. Recently it has been changed into two-years programmed. INSDOC conducted short term training course in 1963. Later, in 1964, it started a one year Post-Graduate course in 1964; it started a one year post Graduate in Documentation and reprography. Now, the course is called as "Course in Information Science", The Indian Association of Special Librarianship and Documentation from October 1967. The education in Librarianship is done at various levels after independence in India. Many polytechnics, local and regional library association conducted Certificate and Diploma Course in Library and Information Science.

Library Science Education Since 1970
As the use of information technology began to apply outside the realism of defense, by 1970's these changes not only affect library operation, but also created a formal link between library professionals and the need of business and industry. Continued growth stimulated change in approaches to library and information science education. Computer technology, especially the advancement of microcomputer and technology present new opportunities for library and information science professional and new requirements of their training.

Contemporary library and information education is dramatically different from that of thirty years ago. Insightful look at the current state of library and information science emphasasizes on inheritance of a patch work of tradition and the typical content are of Classification (theory and practice), Cataloguing (theory and practice), library and society etc. At the same time, advance in information technology and its application in library and information science education offered growth and expansion in the area of librarianship to support within the library and information science school. These library and information science school is to respond to new opportunities and to reposition themselves to achieve a stronger position within the Universities (Leigh, 2003).

Library Science Education: Global and Indian Scenario
Present the descriptive study of Library and Information

Science education of the Global and India scenario. They are assessed on the following parameter-Changing facet of the profession, factor of growth, trends of LIS education, and emerging specializations in LIS.

Data Analysis and Interpretation
Interprets data that are collected which are drawn from various aspects such as profile of LIS School, infrastructure facilities, curriculum models, specialization. Inferences that are drawn by studying these factors are incorporated at the end of each table and figure. Statistical methods are applied to test the hypothesis.

Suggestion
The observation of the present study called for improving
i)   The course structure of LIS schools;
ii)   Initiative in filling up teaching posts of LIS departments;
iii)   Infrastructures & facilities should improve with the provision for future expansion;
iv)   Call for coordination among the LIS schools in North Eastern Region;
v)   Student exchange program should be encouraged to meet the need of the demand of the market;
vi)   Coordination among LIS schools in the line of i-school;
vii)   Establishing of National Council for Accreditation of Library Schools (NACALIS);
viii)   National Knowledge Commission (NKC) which was established by Govt. of India in the year 2005, should immediately start the work of National Commission on Libraries (NCL) as recommended by the NKC.
ix)   If there is coordination among the LIS Schools the scenario of the LIS education will drastically improve;
x)   A model for the improvement of LIS education has been designed.

Conclusion
Library and Information Science education in Indian universities plays a vital role in preparing information professionals for a rapidly evolving knowledge society. The study highlights that while LIS programmes have made significant progress in curriculum design, technological integration, and research orientation, challenges such as uneven infrastructure, limited industry collaboration, and skill gaps remain. To address these issues, Indian universities must emphasize competency-based education, continuous curriculum revision, faculty development, and practical exposure to emerging information technologies. Strengthening collaborations with libraries, information centers, and digital knowledge organizations will further enhance employability and professional relevance. A balanced approach combining theoretical foundations with hands-on training will ensure that LIS education in India remains responsive, innovative, and capable of meeting future information and societal needs.

References
1. Ranganathan SR. Library Science Education in India. Bangalore: Sarada Ranganathan Endowment for Library Science, 1962.
2. Kanjilal UN, Das AK. Information literacy and lifelong learning in the digital age. New Delhi: Ess Ess Publications, 2015.
3. Kumar PSG, Reddy JJ. Library and Information Science Education in India: Issues and Challenges. *International Journal of Library and Information Studies.* 2017; 7(2):1-8.
4. Mahapatra G, Padhi P. Changing paradigms of LIS education in India in the digital environment. DESIDOC *Journal of Library & Information Technology.* 2020; 40(2):85-92.
5. University Grants Commission (UGC). (2022). Curriculum and Credit Framework for Library and Information Science. New Delhi: UGC.
6. Singh SP, Malhan IV. Emerging trends and future directions of LIS education in India. Annals of Library and Information Studies. 2023; 70(3):215-222.