REVIEW OF RELATED LITERATURE:

The study have covered following literature survey in addition to primary and secondary sources –


The paper presents a historical perspective of Library and Information Science (LIS) education in India, and traces the growth and development of the subject. LIS education began under the patronage of the erstwhile Maharaja of Baroda when he invited an American librarian to set up public libraries in the state. After independence, Library Associations in the country continued with the efforts of developing LIS education in India. The discipline got recognition with the introduction of various courses at the university level. It has seen periods of growth and maturation. The recommendations of National Knowledge Commission provide an opportunity for reforms and changes in the educational system that needs to be grabbed.


Education is undoubtedly a process of living. It cherishes and inculcates morale values, disseminates knowledge, spreads information relevant to its institutions, and keeps alive the creative and sustaining spirit. Application of information and communication technologies in libraries and information centres has posed many challenges to library professionals as well as LIS education. This paper briefly traces the history and development of the LIS education in India. It also traces the emergence, trends and issues of LIS education in north India. It describes the status, the different patterns, and levels of LIS education.

Due to information explosion library and information centers have important role to play in the information society. Only well-trained manpower can handle this situation efficiently and effectively. Meeting the need of development of manpower requires a systematic education for library professionals. This paper deals with the LIS Education in east and North-eastern India covering eight states of North-eastern India, Orissa, and West Bengal. Identifies that in this region LIS education was started in West Bengal and spread over other neighboring states. This glorious history is mentioned here. The paper identifies that undergraduate courses were started in many colleges, but most of these have been stopped due to many reasons whereas a few of these still exist. At present, there are different levels of courses, viz., CLIS, BLIS, MLIS, MLIS in DL, PGDLAN, M. Phil and Ph. D. etc. of various durations. Need of standardization of these courses is essential. Data related to admission requirements, course content, and course material delivery: teaching methods have been collected through questionnaire, interviews, and from respective websites. The data present status of today’s LIS education in this region.


Library and Information Science education in India is undergoing a fundamental change in its basic framework and is being re-oriented to meet the current needs of the information society. This paper highlights the programme of study, the current state of affairs and the different components of the LIS syllabi taught in the universities in Maharashtra. The discussion is limited to teaching, research, and course content through regular learning. Distance learning and vernacular media courses are not covered.


Short-term courses have been the pre-cursor to the LIS education programmes. However, after the educational programmes came into being, the short-term LIS programmes stopped and not many of these were conducted during the 1960s and 1970s. With the advent of information
technologies in Indian libraries in the late 1980s, the short-term courses have made a slow but steady comeback. The recent years have seen the strong resurgence of short-term LIS training courses in India with new players joining the LIS training bandwagon. However, these courses in India have not been a subject of exclusive study. The study traces the history, growth, and current status of short-term LIS courses in India.


Library and information science education in India is completing a century of its existence. A lot of progress has been made during this period. Many government initiatives taken by different agencies have been instrumental in this development. The larger initiatives like Radhakrishnan Commission; Kothari Commission; National Policy on Education-1968, 1986, 1992; National Knowledge Commission and functioning of institutions such as UGC, NAAC, DEC have influenced the entire higher education sector. The Government of India has also taken keen interest in library matters through Advisory Committee for Libraries; Planning Commission; National Policy on Library and Information System, etc. UGC has shown keen interest in LIS education through its various committees and subject panels. The Library Committee; Review Committee and the two CDCs constituted in 1990 and 2000 have been largely responsible for the present state of LIS education in India. This paper reviews the various initiatives taken by Government of India in respect of LIS education in India.


E-learning is basically the computer and network-enabled transfer of skills and knowledge. It includes the electronic applications and processes applied to teaching and learning. E-learning applications may include web-based learning, computer-based learning, virtual classrooms, and digital collaboration. The paper highlights the various steps required to be undertaken by an institution to venture into e-learning, especially in the context of a professional discipline like library and information science which has gained immense popularity in recent times. By taking
reference service, it further illustrates how to design, develop, and execute a functional e-learning course. Various issues related to e-learning, which need serious attention have been discussed from the different perspectives of teacher, learner, and institution.


The paper aims at providing a glimpse of the situation of LIS education being provided in India with a special focus on the regions of central India. The states covered in the central India are Chhattisgarh and Madhya Pradesh. From the central region, six universities imparting LIS education were selected for the present study. It was seen that these universities still have to provide an integrated two-year postgraduate course in LIS, which is being widely accepted all over the country because of its recognition by the UGC in its model curriculum.


The article discusses employability of LIS students and competencies expected versus taught. Author had analyzed 56 advertisements published in March-April 2010 from two national newspapers, The Times of India and The Hindustan Times, two job websites Sarkari Post and Current Government Jobs, and curriculum of four universities of north India namely, BHU, Varanasi; DU, Delhi; IGNOU, Delhi; PU, Chandigarh. Finding shows that there is a gap in professional competencies expected versus taught.


The paper presents an overview of LIS education in South India. It describes the state-of-the-art of LIS education in 27 LIS Departments of South India, analyses the course content and suggests for innovativeness and standards to meet the present and future demands of knowledge society.

The issue of what constitutes or should constitute the “core” in library and/or information science (LIS) education and training is one that is frequently debated. This article reviews literature related to this matter and cites findings from an empirical study conducted in South Africa on library and/or information science education and training. The literature reviewed as well as findings in the study suggest that while it is possible to identify certain knowledge and skill components as being appropriate for the core library and/or information science curriculum for a first-level LIS qualification, it is difficult to be precise about what exactly constitutes or should constitute the core in library and/or information science education and training. This core is continuously evolving, as the information environment to which LIS education and training programs need to respond in also in a state of flux.


The paper presents a succinct profile and contributions of Indian LIS education since its inception. It also attempts to bring to the fore how this profile presents its international potentiality and perspectives scenario in context to developing countries.


It stresses the need for strong, competitive library education programs that focus on both the history and foundation of the library and information profession as the future and possibilities of libraries in a changing society. Aside from adopting stronger and more prescriptive accreditation standards, library education can be transformed in another arena: by working together with the Association for Library and Information Science Education; other national, regional and state library associations; library practitioners; and current and recent library school students and graduates to develop recommendations that ensure that library school education creates a twenty
first century workforce that is highly valued and compensated. One way to effect that change is to create accreditation standards that define the core elements of library education and the competencies expected in every library school graduate.


This paper introduces the special issue on education for library and information science in developing countries. It reviews past articles that appeared in the International Information and Library Review on the same topic and comments on the articles appearing in this issue. Previous articles reveal that this topic has been of interest to readers and contributors to the journal since its beginning. Some issues have remained constant throughout the history of the journal, for instance, the relevance of LIS curriculum to developing countries, dependence on Western education models, lack of respect for the profession and need to upgrade the skills of librarians and other information professionals to address the challenges of the information society. The articles contained in this issue address some of the same concerns with an additional 12 focus on the need for LIS education to prepare graduates to become more involved in the economic and social development of their countries.