Chapter – II

Review of Literature
Chapter – II

REVIEW OF LITERATURE

2.1 Introduction

Library and information science education world over in general and India in particular have made a steady progress. But the library and information science curricula, teaching methods, instructional technology vary from country to country. Although there is a lot of literature available in the field of library and information science education, hardly there are any specific research output in the form of publication are available. There is a need for reviewing the research publications in order to know the status of LIS education and its future avenues. This is the reason, which has prompted the research scholar to make a review of literature available in the field of LIS education in Indian context. There is not much scholarly publication available in the areas of research undertaken by the scholar for which an attempt has been made to provide some basic research publications in the field of library and information science education as stated below.

The investigation began conducting the literature survey by listing full bibliographical reference of articles on Library education from Library and information Science Abstract and other Library Literature. Beside these sources, books, monographs and journals on Library Education were scanned. Details of where and how the survey was conducted have been clearly mentioned in the preceding chapter.

The study has covered following literature survey in addition to primary and secondary sources.
LISE-1: Mittal, (1967)

In the article of Trace the development of Library and Information Science Education in India. The author also discuss the course offered; course contents; admission; teaching staff; working hour; physical facilities and problems faced by LIS education in India.

LISE-2: Bookstein (1971)

In the article of education is the use of quantitative methods to become an increasingly important part of a librarians education. In such an education, the development of appropriate attitudes may be important than mastering particular technique. The paper examine the nature of decision making in libraries, with the view of learning with qualities ought to be developed while in a library school.

LISE-3: Freiband, (1992)

Aim to identify multicultural issues and concerries relevant to library and information science curricula. The ability to recognise, accept and deal with various elements of cultural diversity as one of the key survival skills needed in the twenty-first century. The growing interest in multi cultural curriculum reflects new educational need that have arisen as a result of the challenges posed by profound changes that are taking place both at the international and national levels. Students of library and information science, as future scholars and professionals in a highly interconnected and interdependent global environment, several factors make it imperative to have grounding in the role of culture in human informational and communication behaviour. Operational wing a multicultural curriculum requires conceptualisation of two dimensions of library and information science instruction: pedagogical and content-related. LIS education in a multicultural context is certainly a challenge in that it involves rethinking the fuctional assumptions about knowledge.
LISE-4: Investigator comes across the article of (Mishra, 1997)

Here the author discusses the importance of manpower i.e. Library and as a medium of transmission in communication process. Author presents the brief history of library and information science education in India along with observation on the Curriculum Development Committee Report (1992). Outline a details syllabus for B L I Sc and M L I Sc level to prepare professional for the 21st century.

LISE-5: Padamini & Prasad, (2001)

In the article author discuss about the standardisation in the field of LIS education. It is found to be useful for achieving and maintaining desired objectives, targets and goals. It requires to achieve uniformity in respect of producers, processes and product etc and may prove to be useful in LIS education in many ways. It is a degree of excellence or a uniform pattern or process specific by a standardised Body. Accreditation refers to approval or recognition of one party by another on the basis of some standards. In order to achieve academic excellence, it is essential to lay down norms of education and ensure their adherence consistenly and regularly. Proper quality control and guarantee by some recognised body of the professionals is necessary to achieve this goal. Absence of accreditation leads to sub-standard education, malpractice and unethical activities in the profession.


In the article of “LIS Education: Accreditation and its prospects”. The writer focuses on the library and information science education. The scenario can be gauged by the trends that have crept up IT the profession.
LISE-7: The investigator came across an article by (Kyriaki-Manessi, 2003)

Which gives ideas to the investigator over the last twenty years library and information science education towards information management education? One of the main factors for this transition was the great development of information technologies. Curricular had to be reshaped in order to accommodate the rising needs for knowing and handling new Technologies. While there is a definite shift towards high-tech education, the parallel Development of information management itself had already introduced a new dimension. New technologies had already introduced a new dimension. New technologies had imposed not only new ways of handling information but also introduced new formats.


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 also in a state of flux.


This paper traces the emergence of library and information science (LIS) education in India before and after independence. 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 institutions providing LIS courses at various levels through regular courses and open schools. It emphasises the need for having a national level accreditation body to maintain uniformity and standards in LIS education. 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.

**LISE-10: Varalakshmi, R.S.R. (2007)**

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

**LISE-12: Burger, Leslie (2007)**

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 professional’s 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.

**LISE-14: In the article of (Mangla)**

It presents the overview of library and information science course conducted at the Post-Graduate level in India by 80 Universities and two Documentation Centre. Due to vast expansion of Library and Information Science Education across the country has raised many problems related to the level of education, selection of students, course content, accreditation, research, administrative status, employment opportunities and library and information science literature.

Identify the current trends in library and information science education related to the user centred approach adopted by libraries and information professionals in response to the advent of the internet. This change has transformed the provision of information and the roles of the information profession and the nature of their work. In response to the changing nature of information work, LIS education has undergone significant changes over the years. The evolution in computers, communication technologies and digital content in the last two decades has had a dramatic impact both on users’ information behaviour and on the nature and character of the information profession. The author identify that LIS curricula have been successful in blending the traditional approach to LIS education that aims at providing students with basic information handling skills and user centred approach that focuses on the information needs and behaviour of users. To accomplish these goals, LIS education programme need to strengthen their user-centred focus by developing courses in their curricula that develop social and personal skills


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 perspective scenario in context to developing countries.

LISE-17: Varalakshmi, R.S.R. (2007)

Library and information science education in India is nearing to celebrate century celebration However, several issues need to be resolved to meet the demands of the contemporary information society. The paper reviews the growth of LIS education in India, foresees the future trends and suggest for national consensus on some of the basic issues.

This paper traces the history of library education primarily as it developed in the United States. The issues pertaining to curriculum, students, and faculty are presented as are the current questions of whether the educational programme should have a professional, vocational, or discipline-based focus.

LISE-19: Ur Rehman, Sajjad (2008)

The purpose of this paper is to investigate the situation and evaluation strategies and processes of nine library and information science (LIS) education programs in the six member nations of the Gulf Cooperative Council (GCC), namely Saudi Arabia, The United Arab Emirates, Kuwait, Qatar, Muscat and Bahrain. It also aims to explore what accreditation practices can be introduced and this process can be streamlined. The paper describes the situation of the LIS programs in terms of their organisational placement, strategic plan, students, faculty and resources and facilities. It also describes the evaluation efforts undertaken in these programs through self-study and external assessment and the outcomes of these exercises. Policies and practices of evaluation through self-study or external reviewer very among these programs. None has used evaluation exercises for improving their computing facilities and instructional resources. The LIS programs in the six GCC nations primarily offer undergraduate degrees. There is only one school that is offering a structured Master’s program. The study is limited to one region, but it has implications for neighbouring Arab nations that may also use a similar accreditation model this is the first study of this kind in this region that has investigated this vital issue of LIS education in the region.

LISE-20: Haseri & Martin, (2009)

Knowledge Management (KM) is multidisciplinary field of study which encompasses topics from several disciplines. The application of this
new cooperation as a means for LIS schools to help broaden the appeal of LIS education to a wider audience. LIS schools had seized on developments in technology as offering new ways of connecting and collaborating, and they responded to these changes with programme initiates and unique collaborative arrangements. Author outline subjects and topics for Potential cooperation in area of Knowledge Management as follows: a) LIS and business academics; b) LIS academies and Government; c) LIS academies and Government and business; d) LIS academies and professional organisation; e) Exchange programme in LIS; f) Co-ordination with National/International practical projects and, g) Comparison of the curricula of LIS schools, business schools and industry oriented schools.

**LISE-21: Singh & Malhan**

Identify the emerging trends and lingering issues in library and information science education in India. LIS education in India has been profoundly influenced by the constant changes in libraries, new methods of information handling, and information and communication technology (ICT) enabled time saving and user friendly ways of accessing information social networking sites are emerging for interpersonal communication and new types of information sources. LIS Schools are required to constantly take notice of the skill set and new competencies that are in demand in the market place and accordingly create new wear with and confirm their curricula to meet the requirements of present times and time ahead. It also stresses that modern LIS education requires infrastructure such as media labs, IT labs, and information products experimental labs.

**LISE-22: Kumar, Krishan & Jaideep Sharma (2010)**

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 and opportunity for reforms and changes in the educational system that needs to be grabbed.

**LISE-23: Kaur Walia, Paramjeet (2010)**

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.

**LISE-24: Panigrahi, Pijushkanti (2010)**

Due to the information explosion library and information centres have a significant 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, Odisha, and West Bengal. Identifies that in this region LIS education was started in West Bengal and spread over other neighbouring states. This glorious history is mentioned here. The paper identifies that undergraduate course were started in many colleges, but most of these have been stopped due to may reasons whereas a few of these still exist. At present, there are different
levels of courses, viz., CLIS, BLIS, MLIS, and MLIS in DL, PGDLAN, M.Phil. and Ph.D. etc. of various durations. Need of standardisation 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 presents status of today’s LIS education in this region.

LISE-25: Gokhale, Pratibha (2010)

Library and Information Science education in India is undergoing a fundamental changes 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.

LISE-26: Mahesh, G, Kumar, Narendra & Gupta, Dinesh K. (2010)

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.

LISE-27: Joshi, Manoj K (2010)

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 of 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; Working Group of 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 19990 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, 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.

LISE-29: Kaur, Prabhjeet & Kaur Walia, Paramjeet (2010)

The paper aims at providing a glimpse at 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.

LISE-30: Gokhale, Pratibha (2010)

The article discusses employability of LIS students and competencies expected versus taught. Author had analysed 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.
REFERENCES


17. The “core” in library and/or information science education and training. Education for Information. Vol.21, No.4, pp-229-242.


21. The investigator came across an article by Kyriaki.

22. Investigator come across the article of “Rethinking of Library and Information Science in India”.

23. In the article of “Library and Information Science Education: Trends and Issue”.

24. In the Article of Hari Dasan.

25. In the Article of Padamini & Prasad.

26. In the Article of Bookstein.

27. In the Article of Mittal.

28. In the Article of Bronstein.

29. In the Article of Freiband.

30. In the Article of Haseri & Martin.