## CHAPTER- 2

### REVIEW OF RELATED LITERATURE

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>08</td>
</tr>
<tr>
<td>2.2</td>
<td>Reviews</td>
<td>09</td>
</tr>
</tbody>
</table>
2.1 INTRODUCTION:

A researcher in the process of searching literature related to the research, retains some references while rejects several others. This filtering process helps to eliminate certain aspects considered irrelevant and narrows the research subject. Review of literature helps to define the established findings about the chosen research subject. Understanding and organizing these findings will help to provide the required impetus for research. In any social investigation, it has become customary to begin research by citing previous research. However, the review of literature should be with the idea of linking the research to previous research.

2.2 REVIEWS:

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

[Kumar, Krishan and 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 an opportunity for reforms and changes in the educational system that needs to be grabbed.

[Panigrahi, Pijushkanti, 2010] 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.

[Gokhale, Pratibha, 2010] 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.

[Kiani, H., 2009] The article presents an account of the Library and Information Science (US) education in Iran. It briefly reviews the growth and development of the US education in the periods: 1939-1978, as the Pre-Islamic Revolution period, and 1979-2007, as the Post-Islamic Revolution period. The paper covers an up-to-date list of the 29 universities in Iran offering various LIS programs including Post-Diploma, Associate Diploma, Bachelor of Library and Information Science, Master of Library and Information Science and Ph.D, and the establishment of the LIS departments in chronological order (84 depts.).

[Pierce, Jennifer Burek, 2009] Library and Information Science (LIS) educators and librarians convening in Denver, Colorado for the Association for Library and Information Science Education (ALISE) conference, held on January 20-23, 2009, offered their perspectives on the role of librarians in mediating technology and community dynamics and reflected on past and present instructional trends that shape the profession. Among the topics were: the skills needed by librarian in the 21st century; new technology
applications as a core component of effective library service; and how to create systems that attract passionate librarians who will transform their communities.

[Kaur Walia, Paramjeet, 2010] 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.

[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 on Education-1968, 1986, 1992; National Knowledge Commission and functioning of institutions such as UGC, NAAC, DEC have influenced the entire higher education sector.

[Tripathi, Manorama and Jeevan V. K. J. 2010] 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. 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.

[Gerolimos, Michalis, 2009] The purpose of this paper is to report a study designed to identify qualifications and skills that library and information science (LIS) students should have when they graduate. The reported research examines the curriculum of 49
institutions in three countries which offer programs in LIS. Course descriptions are studied through the web and the module specifications presented there. The study indentifies 59 qualifications/skills that were central to graduation in the field of LIS. Course specifications have some limitations as they do not always include the detailed description that would be desirable.

[Asundi, A. Y. and Karisiddappa, C. R., 2007] 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.

[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.

[Mahesh, G, Kumar, Narendra and 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.

[Gokhale, Pratibha, 2010] 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.
[Lynch, Beverly, P., 2008] 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 program should have a professional, vocational, or discipline-based focus.

[Yusuf, Mohammad, 2007] The paper highlights importance of Library and Information Science (LIS) education in UP and describes purpose, objectives, and scope of the study. It assess status of LIS education with the help of various indicators, i.e., growth of universities/LIS schools, status of universities, level of courses, mode of education and location of library schools of the state. The paper also finds out variations/discrepancies and suggests several measures for scientific growth and development of LIS education in the state.