**Issues and Challenges of Library and Information Science Education in India**

**Kavitha. N. Dr. M. Chandrashekara**

**Research Scholar, DoS in LIS Professor, DoS in LIS**

**University of Mysore, Manasagangotri, University of Mysore, Manasagangotri,**

**Mysuru – 570006.** **Mysuru – 570006.**

**Email:** **nkavitha1512@gmail.com** **Email: chandra.uom@gmail.com**

**Abstract**

The COVID-19 pandemic introduced a seismic change happening in Library Environment. This cohort study discusses the issues influencing the state of Library and Information Science instruction and recommends steps to resolve these issues and also prepares the Library and Information Science professionals to confront the developing challenges of the work advertise. With the increasing dominance of Information and Communication Technology in Library and Information Science Education gaining an understanding of the environmental impacts of the formats has become critical. This systematic literature review synthesizes and integrates Library and Information Science Education to develop manpower for effective and efficient management of Libraries & Information centers. This study aims to provide stakeholders with more valuable information that is necessary to make environmentally informed decisions.

**Keywords:** Curriculum design, Education in India, Efficient Management, Information and Communication Technology, Library and Information Science.

1. **Introduction**

Education and library are deep-rooted and cut across and contribute to all areas of research, the citadel of individualism, changing dimensions of social, economic, cultural, recreation, leisure, political life, religious and spiritual pursuits giving everyone equal access to services, resources, and information in the modern society. The library has the motherhood status in the knowledge-based information technology-driven society. The library is in a position to serve almost all sectors of socio-economic development and the disadvantaged groups are not an exception. Library and Information Science (LIS) Education play a more vital role in user communities than ever. Dr. S. R. Ranganathan, the father of library science, documentation, and information science in India emphasized the need for libraries to grow. LIS educators and librarians are primarily responsible and should be the first to professionally grow and develop. Information and knowledge being a strategic tool, the role and responsibility of the LIS professionals are at the push of transition from its traditional and ethical rigidity. This can be done if they are aware of how patrons assess their skills as they carry out their roles and responsibilities. LIS professionals share the responsibility of curriculum design, planning, teaching, and evaluation with other professionals in the building. In today's digital age, it is practically impossible to deliver or receive formal education without Information and Communication Technologies (ICTs). This study aims to fill in the literature gap by examining the impact of LIS education in India.

1. **Objectives**

The particular aims of the study are as follows:

1. ICT has a significant impact on building essential skills.
2. Access to digital resources depends on the motivation and orientation program of the LIS education.
3. Inspire excellence in student and librarian services.
4. **Review of related literature**

A fundamental and dramatic shift in the global education system occurred due to the COVID-19 crisis, which increased the adoption of ICTs, particularly the Internet and other related technologies. As a result of this fundamental shift, online learning makes use of computers, the Internet, and intranets to facilitate teaching and learning. It appears that the use of E-learning is now a quintessential part of every field from space to government (Bhabal, 2008). Consequently, ICTs have also had an impact on E-learning in education, including in the field of Library and Information Science. Abubakar and Hassan (2011) noted that the use of Information and Communication Technologies has significantly impacted how research is carried out in the field of education in general. According to Hansen (2008), several approaches are currently being implemented to provide quality distance learning in more urban and rural areas via the use of more effective web resources and practices. In India, the Indian mind set is more receptive to traditional classroom teaching, which presents a major barrier to the adoption of e-learning. Using internet technology for delivering advanced learning solutions, Rosenberg and Foshay (2002) defined E-learning as enhancing knowledge and performance through the use of internet technologies. The Internet has become a common means of updating, retrieving, distributing, and delivering solutions to computer users. The study of Waterhouse (2005) outlined that E-learning incorporates the use of ICTs to enhance instructional strategies and improve teaching and learning. A study by Huang (2010) suggested that e-learning may offer a suitable alternative to conventional instruction for students who want to enroll in a part-time postgraduate program, but who are hampered by work responsibilities and time constraints. Singh (2003) outlined the problems affecting LIS education and suggested ways to overcome them and prepare LIS professionals for the growing job market. Library and Information Science professionals have developed a better e-learning solution using insights gained from the analysis to improve pedagogical practices. ICTs now play such an integral part in the delivery of education worldwide that education without them is virtually impossible.

**Online learning LIS Education in India**

Due to the rapid expansion of research and development activities in the field of information and communication technology (ICT), the scope of LIS education in India has changed dramatically. For quality improvement of LIS education in India, the scope of LIS education in India must be expanded. A new curriculum design based on ICTs should be introduced in different LIS schools in India to meet new challenges. The use of technology has affected both library operations and LIS education. The LIS education system needs to integrate qualitative changes.

* To increase the excellence of LIS students to meet the demands of the digital environment.
* LIS professionals must contend with challenges owing to the growing influence of ICT in the LIS field.
* Train LIS professionals to meet the increasing demand.
* Improve the career prospects for LIS professionals.
* Take advantage of internet-based E-learning courses that grow each day.
* Embrace and advance E-publishing which is being quickly acknowledged by the journals.
1. **Curriculum design**

Curriculum changes in LIS are a well-accepted and continually occurring phenomenon in India. UGC has emphasized curriculum design for LIS departments and university and college library development since its inception, according to a review of the literature. As an example, the Ranganathan committee on Library science education is best known for its "Library science in Indian Universities" (Ranganathan, 1960). Now, almost all of the universities in India have common syllabi for teaching the LIS subjects. The present curriculum and teaching in India still have some gaps at some level for which LIS professionals in India have yet to get satisfaction.

1. **Issues and challenges of LIS education**

In the digitized environment, LIS education in India should have the following vision.

* Development of online education for the LIS program, as well as online teaching and Learning.
* Enhancing the confidence and competencies of professionals through mentorship by giving knowledge of the latest ICT tools.
* Implementing modular courses to keep up with the latest developments in the field.
* Research topics should be connected to the issue more extensively when deciding the research topics.
* Securing the future of the India LIS profession ethically.
* A face-to-face mode of instruction is also found not to be the most efficient method because of advances in ICT.
1. **Conclusion**

In the 21st century, LIS professionals are faced with changing information needs and demands. Online learning is a global phenomenon and LIS education in India needs to avoid confrontations. Various factors strengthen the forces of change, like new technologies, and demographic and economic factors. Teaching and learning strategies have been amended to accommodate these changes in LIS education in India. The adoption of online teaching and learning in LIS education is a strong indicator of technology development. For a developing country like India, creating a new curriculum design is challenging, and LIS educational materials for online learning. It is a challenging task, but once put forward, it can easily overcome all its challenges. LIS education in India is making gradual but steady progress as well with society becoming increasingly more reliant on technology, it is incumbent upon librarians to harness the power of digital innovation in order o create school cultures that are inspiring. In India, LIS online teaching and learning will be boosted by the availability of adequate and appropriate infrastructure. Education in India should encourage the use of new technology to prepare professionals capable of managing knowledge resources in an online teaching and learning environment.

**References**

Abubakar, B. M., & Hassan, B. (2011). Strategies for Developing an e-Learning Curriculum for Library and Information Science (LIS) Schools in the Muslim World.

Bhabal, J. (2008). E-learning in LIS Education: Case Study of SHPT School of Library Science*.* Paper presented at the 6th International Conference CALIBER-2008 (pp. 631-638). Allahabad: University of Allahabad.

Hansen, H. B. (2008). INDIA: E-Learning has Potential to Manage Teacher Shortage, *OWL Institute*. <http://owli.org/oer/node/2469>

Huang, L. K. (2010). Planning and implementation framework for a hybrid e-learning model: The context of a part-time LIS postgraduate programme. *Journal of Librarianship and Information Science*, *42*(1), 45-69.

Ranganathan, S.R.(1960). Report of the Library Committee of the University Grants Commission. 112-124. New Delhi: UGC,

Rosenberg, M. J. & Foshay, R. (2002). E-learning strategies for delivering knowledge in the digital age*.* New York: McGraw-Hill.

Singh, S. (2003). Library and Information in India: Issues and trends. *Malaysian Journal of Library &Amp; Information Science, 8*(2), 1–17.

<http://mojes.um.edu.my/index.php/MJLIS/article/view/8389>

Waterhouse, S. (2005). The Power of e-Learning: The Essential Guide for Teaching in the Digital Age*.* Boston: Pearson Education Inc. pp. 30-47.