

Library and Information Science Education and e- Learning System in India: A Study

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Abstract - The paper deals with the Library and Information Science (LIS) education and LIS professionals currently both the traditional libraries and e-learning coexist in India. The Paper discusses the challenges in LIS education in the Indian context. LIS courses are offered at different levels through regular and distance mode. Now e-learning has emerged as the most important method of distance education by adopting new IT based style of teaching. Distance education institutes have been in the forefront of adopting new technologies to provide increased access to education of masses. This paper deals with the preparing LIS graduates for leadership and management roles to support national and economic development in India as given on E-learning supports provided by the LIS education and the libraries of the Corresponding universities in India. The Competencies needed and continuing professional development of LIS professionals.

Keywords: Library and Information Science (LIS) education, Library Schools, Library professionals, Information professionals in India

I. INTRODUCTION

Library and Information Science education in the 21st century will be an extremely diverse industry. It has been available in India for the more than 50 years. The traditional mix of on the job, training and part time courses conducted and examined by professional associations to Bachelor's, Master's and M.Phil degree programmes offered by universities and other institutions of higher education and learning on regular basis. The credit for starting a formal course of library education in India goes to William Alonson Borden and Asa Don Dickinson, students of the great librarian Melvil Dewey. Borden began a training course in 1911 at the Central Library, Baroda in and Dickenson at Punjab University in 1915. The training school at Punjab University was considered to be the second known library school in the world; the first acquainted school is Dr. S.R.Ranganathan Columbia School.

Dickenson was probably the first to use the term 'Library Science' for his training course in place of 'Librarianship' (Konnur, 1986). Dr. S.R. Ranganathan - the father of Indian library science - who also worked sincerely for the spread of Library and Information Science education in India, by his efforts, universities and library associations, started setting up library schools. Madras Library Association and Bengal Library Association started a certificate Course in Library Science in 1929 and 1935 respectively. Among the

universities, Madras University under Dr. S. R. Ranganathan, took over the certificate course from Madras Library Association in 1931. The course was subsequently converted into a postgraduate course of one-year duration in 1937. Some more which follow were: Andhra University (1935); Banaras Hindu University (1941); University of Delhi (1947); Aligarh Muslim University (1952) and so on. University of Delhi in 1948, under the guidance of Dr. S.R.Ranganathan, started a Masters course in Library Science in India and Aligarh Muslim University was the first to provide a Bachelor course in the country. The University of Delhi again holds the credit as the first to start the research program and to award M.Phil and P.hD degrees.

II. LIS EDUCATION THROUGH DISTANCE MODE

In 1983, the Advisory Council for Adult and Continuing Education (ACACE) has reviewed the recent development and suggested the pros and cons of choosing distance education for the students' perspectives. The opportunities also presented by information. The LIS education in India through open and distance learning mode was started in 1985 with the Offering of Bachelor's in Library and Information Science courses by Andhra Pradesh Open University (Now B R Ambedkar Open University), followed by the Bachelor's degree Programme started by the India Gandhi National Open University (IGNOU). Out of 232 Universities in India LIS education is offered at 22 Universities through distance mode at certificate, bachelor and master degree level. The Provision of LIS courses reveals that 40 Distance education Institutes provide Degree courses, 8 provide Masters Degree Courses, 3 provide Diploma Courses, and 6 provide Certificate Level Courses in Library and Information Science.

The following UGC authorized and reputed Universities in Tamil Nadu offers the M.Phil. Degree Course through distance mode.

1. Alagappa University, Karaikudi, Tamil Nadu
2. Annamalai University, Tamil Nadu
3. Vinayaga Mission (Deemed University), Salem Tamil Nadu
4. Sastra University, Vallem, Tamil Nadu.

Explosion and the digital technologies on one hand and the emerging concerns for long term sustainability of information management systems on the other substantially to force to start LIS programme in distance mode. The experiment was a great success. However, it was only available very few universities like AndhraPradesh Open University, Madras University, Madurai Kamaraj University etc. these were only available to persons who were employed in libraries through out the country demanded that they be given similar opportunities. As a result the Directorate of Distance Education mode were the courses conducted by other universities are mostly full time and not accessible to a majority of unemployed as well as employed people. Later the IGNOU also join to offer LIS education through distance learning.

III. ROLE OF LIS PROFESSIONALS

As the following, based on the trend on LIS related employment market:

1. Library related activities - Network Administration/Coordination
2. Information services and supports - Network service
3. Information brokerage - Office automation
4. Information systems services - Telecommunication
5. End-user training - Information system design
6. Information product evaluation-Information Technology planning
7. Usability analysis - Data security
8. Information Analysis and - Internet Resources
9. Consolidation - Internet site architecture
10. Online searching

In 1996, the National Institute of Information Technology started, as the first Netvarsity and it become a separate subsidiary as NIIT Online Learning Limited (NOLL) in 2000 and the areas covered IT related and soft skills. In 1999, the Indira Gandhi National Open University (IGNOU) started Video Conferencing and Interactive (VCI) with two programmes on IT- the Bachelor of Information Technology (BIT) and Advanced Diploma in Information Technology (ADIT) in collaboration with Edexcel, United Kingdom and the Ministry of Information Technology, Government of India respectively.

The Department of Library and Information Science (IGNOU) and Department of Scientific and Industrial Research (DSIR), Government of India was taken initiation and developed Web-enhanced Training package using UNESCO's popular database WINISIS. It has resulted in the development of a e-learning management with large scale for the university.

IV. CHALLENGES TO IMPLEMENT THE E-LEARNING SYSTEM

Information Science & Library Management (ISLM) of Dhaka University have to take the leading role to implement the E-learning education in LIS courses. This department

will engage all other universities and institutions to draw, design and prepare a work plan for the implementation of e-learning in LIS courses. As the department have own computer lab with internet facilities, multimedia projector, modern seminar library, updated course curriculum, highly qualified faculty along with computer science background, it will be easy for the department to introduce e-learning in LIS education. The increasing demand of LIS education with the changing global scenario of job market requires to face the challenges with regard to survive in the competitive climate and to provide quality of LIS educational programme is important. The authors were taken the following challenges and discussed here.

1. To design Library and Information Science Programmes which meet E-learning technology
2. To customize training for the teachers aswellas students both in terms of the course and e-learning techniques.
3. To enter into collaboration to ensure accreditation
4. To compete in the global information centre in terms of quality assurance aswellas cost effective basis.

V. DESIGNING OF LIS PROGRAMME

With the emergence of www, the LIS education has become borderless and also a competitive market. It has emerged that the only quality institutions will survive. This phenomenon could have a dramatic impact on online education. The National Assessment and Accreditation Council (NAAC) policy directives, the universities should be self-reliant and work as "for profit institutions". Therefore the universities are to be concentrated on those areas of teaching subjects like biotechnology, bioinformatics, information communication and technology, information science etc. where profits can be made easily and which are more marketable.

At present the following areas of the Library and Information Science field viz. Digitization of documents, knowledge management, IPR, database management, e-publishing etc. is to visualize to competence the global level. This indicates that in next 20 years the LIS education landscape the number of traditional course programmes will be changed into e-learning mechanism. For that reason the existing syllabus will be either deleted or merged or significantly altered. Some of the institutions are beginning to consider E-Learning as a possible solution to this dilemma but the main barrier is the startup expense, which is typically high for distance education.

VI. INFORMATION SCIENCE & LIBRARY MANAGEMENT

LIS education has been out lined from respective website of each university.

1. Library Science Fundamentals
2. Library Technical Processing

3. Collection Development
4. Managing Information Organization
5. Database Management
6. Information Architecture and Retrieval Systems
7. Network Information Systems & Library Automation
8. Content Management
9. Information Resources Services and Customer Care
10. Digital Library and Library Software
11. Human Computer Interaction
12. Grant Methods for Educators and Librarians
13. Information Architecture for the Web.

VII. CONCLUSION

Library and Information Science students in India have to compete with other professionals to Survive in the information business; they have to be equipped with a curriculum, which can make them function as competent information professionals. In the networked environment there is a strong need for continuing professional education and training.

At present age, information needs are changing and demands of this profession are also varying. This is the time to think intensely about the new syllabus for Library and information science. Simultaneously, e-learning is now the global scenario and it should not avoid. As a developing country like Bangladesh, it is hard to design a new courses and new e-learning LIS education system but not impossible. Hope the proposed plan among LIS education institutions will make a new opportunity and make the LIS education in India.

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