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Questions And Obstacles In The Indian Curriculum For Library And Information Science

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ABSTRACT

The LIS programs have undergone a transformation. This study aims to examine the present condition of library and information science education, the challenges it currently encounters, and the possible remedies that could be implemented. The objective of this research is to provide recommendations for enhancing education in the domain of library and information science. The proposals will be based on an assessment of the subject matter's historical evolution and the region's present condition.

KEY WORDS: Library and Information Science, Education, Challenges, Historical Evolution.

INTRODUCTION

Changes in the environment and new events are causing a big change in how businesses compete in the market. The information economy has made it possible to do new kinds of study and education that look at the complex social and behavioural problems that come up when technology moves quickly and spreads quickly. Significantly, major technical systems have developed as a result of advancements in the information and communication fields, leading to improved efficiency in work and organisational activities.[1] There is more and more proof that value is going down throughout the full process, from idea to design, implementation, and use. There have also been many major system failures when the system is put into action. Not many LIS experts can develop systems and information that other people can use to do their jobs better and provide value to the company. We need to rethink LIS education in light of the new opportunities that have come up because of the gap between what technology can do and what is actually happening in society. This gap has opened up many new ways to do research and teach. We offer suggestions to be considered in the creation of future LIS curricula, following a review of the background and contemporary condition of LIS education in India.

LIS EDUCATION: HISTORY

Sayaji Rao Gaekwad II, the king of the old Baroda State, started teaching library and information science in India in 1911. Asa Don Dickinson, an American librarian, oversaw the opening of the second school of library science at Punjab University in Lahore in 1915. This school is proud to be the first library science school in India that is connected to a university. The University of Madras and the Madras Library Association worked together in 1929 to start the first school of library science in India after the partition. Sir M. Vishveshwariah, the Dewan of Mysore, asked the Andra Desh Library Association to hold informal training sessions in Vijayawada and Bangalore (then Mysore State) in the 1920s. The Madras Library Association started a training program in 1931, and the University of Madras took it over. Before, the program offered a diploma course that lasted three months. The University added a Post-

Graduate Diploma in Library Science to its certificate program in 1937. This program lasted one year and required a bachelor's degree from any school. Banaras Hindu University (BHU) started offering a Post-Graduate Diploma in Library Science in 1941, following the lead of other Indian universities. The University of Bombay started a part-time diploma program in 1944 that was similar, although it was only open to people who were already working. Calcutta University started offering diploma programs in 1946, and the University of Delhi followed suit in 1947. In 1949, the University of Delhi first suggested two other programs in addition to the Postgraduate Diploma in Library Science: the Master of Library Science and the Doctor of Philosophy. In 1951, Aligarh Muslim University started a library and information science program. In 1956, M.S. University in Baroda, Nagpur University in Nagpur, and Vikram University in Ujjain all started similar programs.[3]

LIS EDUCATION: CURRENT SITUATION

More than 100 schools in India provide library and information science programs at different levels, from certificate courses to PhD dissertations. Some schools offer library and information science programs that you can do from home. Punjab University gave Dr. Pandey S.K. Sharma the first Ph.D. in library and information science in 1977. This was over 20 years after the University of Delhi started offering the doctoral degree in this field in 1949. This means that research moved very slowly until the 1980s. After then, a lot of Indian colleges started offering Ph.D. programs in library and information science. Now, more than half of India's universities offer these degrees. India presently has library and information science programs that lead to certificates, diplomas, bachelor's degrees, master's degrees, doctoral degrees, and M.Phil. Degrees. There are several certificate and certification programs for undergraduates to choose from. Most institutions also have postgraduate departments that provide degrees in library and information science, from bachelors to doctoral levels. The University Grants Commission has played a big role in the growth of Model Curriculum in several fields of study, such as Library and Information Science, since it started. The Ranganathan Committee on "Library Education" (1960), one of the many committees set up by the UGC, has sent its report to the group. The second is the Kaula Committee on Improving Library and Information Science Education Program Materials (1990). [3] The Karisiddappa Committee on Improving Library and Information Science Programs (2001). All of these reports are on the two-tiered LIS curriculum. The university now offers two courses in library and information science: a one-year Bachelor of Library and Information Science (BLIS) and a one-year Master of Library and Information Science (MLIS). The most recent UGC Model Curriculum (2001) says that colleges can offer either a two-year integrated MLIS program after graduation or a one-year BLIS followed by a one-year MLIS. [4]

RECOMMENDED APPROACH

LIS professionals make it easier for businesses and new technologies to work together. So, they should be good in both business and technology. You can change the next technique to reach the goal you set. In library and information science, the methodology may employ a "cluster-wise approach" to more effectively meet student needs.

Potentially, the cluster can;

A. Services for Users on the Internet and Networks: "Information networking" is the term for the ever-changing and growing system of computer-based electronic networks that make it possible for people who are far apart to communicate with each other digitally. The courses in this cluster will look at information networking from both a social and a technical point of view. They will focus on how information-based organisations use networking technologies, how networking affects communication practices, productivity, and information-seeking behaviour, and how these things interact with each other.

- Possible centre of attention in the cluster.
- Efforts to make information management systems more standard in the e-commerce part of the information economy
- Getting data from the internet
- Data conferencing
- Connections between digital devices
- Digital Library Resources

B. Sociotechnical Approaches to System Analysis: The LIS curriculum's focus on system analysis and design helps students see the world through the lens of IS principles, which include the whole information system (IS), such as data processing, information technology (IT), and end users. This class will teach students the skills they need to be system observers in a variety of situations, including the workplace. In this field, knowledge of Systems Analysis and Design (SA&D) can be used in many different jobs, such as managing information systems, designing instructional materials, building websites, hosting websites, and working in telecommunications. Students' education will include lab work, class discussions, and other hands-on learning activities.

- How people and computers work together
- Technological progress in the information field
- Design and analysis of systems
- Database design that puts the needs of users first
- Taking data into account
- Digitalisation in virtual spaces

C. Analysis of Strategic Data and Data Retrieval: The data assets, network capabilities, and materials stored in archives and information centres are all part of an organization's information resources. Organisational information assets include human structural capital and intellectual capital that comes from clients. The study of strategic management in new settings takes a broad view of intelligence, looking at how people and groups get, understand, remember, and use information. Students in the MIS program will learn how to leverage both internal and external information sources to help the organisation reach its goals through strategic intelligence management.

- How people and computers work together
- Data analysis for long-term strategic planning
- Technology in the field of information
- Database design that puts user needs first

- Programming for data management; economics, law, and information policy.
- Getting data from the internet
- Networking for information
- Systems for digital libraries
- The creation of user interfaces for information systems
- Organising ideas and methods
- Data collected by companies and government agencies
- Organising and getting data back
- Assessment of computer networks

CONCLUSION

One of the biggest problems library and information science programs are dealing with right now is the need for a standardised entrance exam that is similar to the ones used by IIT, AIEEE, CLAT, and other schools like these. The program must also start right after high school. It looks like we will be able to meet the many requirements set by the industry based on the strategy that has been given. This will be done by offering LIS specialisations.

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