

Revolutionizing Education: Overcoming challenges in library and information sciences in India**Prof. Sushant K. Maske,**

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Introduction:

Library & Information sciences are the vital components of a education and research which are playing the crucial role in the retrieval and dissemination of knowledge and wisdom, in India these field faces various challenges that hinder its potential to contribute effectively to the education system. This paper aims to delve into the challenges faced by the library and information sciences in India and explore potential solutions to revolutionize education through these fields

Scenario:

India's higher education sector has witnessed significant growth in recent years, with a substantial increase in the number of universities and colleges. However, despite this growth, the education system in India faces multiple challenges that hinder its ability to provide quality education and meet the growing demands for skilled professionals in various fields. One of the major challenges is the out dated pedagogy and lack of innovative practices in education institutions, which limit students' opportunities for creative thinking and problem solving. Additionally, there are impediments to multidisciplinary collaboration and research, which prevent the development of a robust and dynamic academic environment. Furthermore, there is a lack of autonomy for individual education institutions to implement innovative practices, resulting in a homogeneous and unresponsive education system. These challenges are further exacerbated by poor infrastructure, insufficient resources, and a shortage of well-trained professionals in the field of library and information science. Therefore, it is crucial to address these challenges and revolutionize education in library and information sciences in India. To overcome these challenges, it is necessary to empower education institutions with autonomy and encourage the implementation of innovative

practices. This can be done by establishing a clear governance structure and regulatory framework that supports experimentation and creativity in teaching and learning.

Pattern wave:

It is very well said that "Change in the only constant procedure", Whether we like it or not, it only change , that will continue to take places, If we are not in a position to create change, at least we must learn to adapt to changing environment, we are surrounded by socio-economics, educational, technological and cultural changes, these changes have made profound impact on the life and work of people, Besides globalization, privatization and liberalization the technological changes have transformed the world in a perceptible way. The traditional constraints of spaces and time stand collapsed, education, information and entertainment are available all time to those who can afford to pay for these tasks, but in the cortex of education and learning, there is a paradigm shift from teaching to learning, from rote learning to resource, task and problem base learning, and from pedagogy to andragogy. The teachers is no longer a sage on the center stage, rather it is a guide on the side. E-learning is a new opportunity facilitated by the technological developments in the case of libraries also there is a paradigm shift from standalone libraries to library and information networks, from printed publications to digital documents, from ownership to access, from intermediation to disintermediation, from just in case to just in time mode of access from community based libraries to format base libraries, from library catalogues to search engines , from shared subscription to social networking and from copyright to copy left, the list is long but for the constraints of space and time, only the significant changes are highlighted here, the

development have both positive and negative magnitudes.

The Positive Proportion:

An access to education, Information and infotainment is available round the clock, but at stake is the quality this access, affordability is another serious issue, In a country like our India, where more than 45% people living below the poverty line, equitable access to these opportunities is still a distance dream, but for elite nations, institutions, and individuals, the internet based resources and services are booming, but for the illiterate and the poor, these facilities will remain a myth till the government at state and center level step in form bridging the gap between the info rich and the info poor. It is an irony of the situation that on the one hand India has established a national knowledge commission (NKC) to develop the nation into a knowledge economy and on the other hand above an half of Indian population is not able to meet their basic needs commercialization and privatization of education has its own in build perils. Because of low gross enrolment ratio (GER) in higher education, private education institution are having a mushrooms institutions, certification is done without empowering the students with employable skills and value educations. The gap and divides between the elite and the non-elite are also increasing day by day.

Negative Proportions:

Though the negative magnitudes relating to the above mentioned changes have been hinted upon in the previous sections, yet the more serious issue is of the widening gaps and divides. The gap between tacit knowledge and explicit knowledge, as well as between the information rich and the information poor is increasing day by day; similarly the divide between the rural and urban, male and female, rich and poor students is also increasing. Whereas the Internet has offered the stakeholders with many new opportunities, at the same time it has increased our problem, because of social networking sites, it has become free for all and a lot of information pollution is taking place in the public domain information seekers are overwhelmed with information overload which in turn is causing tremendous information stress, there is assimilation deficit and plagiarism has become an order of the day. The Net generation thinks that Google has the answer to all their

problems instead of going to the library, they prefer to glue to the Google. Google is basically good as starting point for one's teaching, learning and research work, but one cannot fully depend on this search engine or Wikipedia type tools for getting reliable information's. India grapple with significant digital divide, with uneven access to information and communications technologies (ICT) across urban and rural areas. This divide poses a challenge for library and information professionals in reaching and serving diverse populations effectively.

The digital divide and digital determinism are two other profound perils doing brain wash of the new users and library and informational professional's. Libraries are losing its control on their traditional turf by shifting from ownership to access. Majority of the professionals are mesmerized by the technological innovations. Out of enthusiasm, they are trying to find solutions to cultural problems with the help of technological gadgets. The RFID, QR code and CCTV solutions are such examples. Instead of spending huge amounts on such expensive technological gadgets, why can't we provide user education and subsidized services to the library users and information seekers, we must remember that technology is helpful in functional areas only. One of the primary challenges in library and information science in India is lack of adequate infrastructure. Many educational institution and public libraries lack modern facility, technological resources, and sufficient funding, limiting their capacity to provide up-to-date information and services to users. It can't address our cultural concerns. In case of education, students are in search of quick fix solutions and the result is copy-paste syndrome and the cases of plagiarism. Certification is being done and learning is lagging behind, because of lack of infrastructure, the gap between theory and practice is also widening. Instead of the all-round development of the personality of students, we are providing them with bookish knowledge the end result is mass productions of unemployable skill and not ready to job for industry 4.0. The curriculum for library and information science programs in India often legs behind global standards. There is a need to update the curriculum to incorporate to ensure that graduates are equipped with relevant skills and knowledge.

Thinking out of Conditions:

In the view of the emerging knowledge society in India, the education providers are required to think out of the box. Our education Programme must be designed to produce competent professionals with sound knowledge base, pertinent skills, and a positive and proactive services mindset. Majority of our students miserably lack in soft skills and hand on experience, for this the education providers are also responsible. The government of India has planned to open new universities, The government is starving the already existing universities and opening new universities at a large scale. There is nothing wrong in it. But the existing universities and other educational institutions must be given adequate funds and other facilities to materialize the mandate of the National Knowledge Commission which has focused its attentions on expansions, excellence and inclusions. It is high time to take holistic view of out educational concerns and develop a sustainable policy and Programme of action

Indian Association of Teachers of Library and Information Science (IATLIS) Concerns:

Indian Association of Teachers of library and information science (IATLIS) and Library and Information Science Education, Research and Training (LISERT) in India is on the crossroads. There are many issues and concerns which needs to be address without any further delay. These are listed below and should be taken care of by the stakeholders.

- a) Developing mission and vision statement
- b) Developing the leftover LIS students into assets
- c) Developing Research agenda and controlling plagiarism and duplication of research
- d) Developing collaboration and partnership with world class schools for recognition
- e) Generating Resources for Infrastructure
- f) Balancing the gap between theory and practice and well as tradition of modernity
- g) Assuring quality though professional accreditations particularly in the distance mode
- h) Opening regions wise Centre of excellence in India
- i) Networking computer labs, and strengthening departmental libraries

- j) Structure and duration of the LIS Courses
- k) Capacity building of the LIS faculty
- l) Preparing repositories of learning resources especially in Indigenous languages
- m) LIS curriculum: Abandoning the Irrelevant and integrating the leading edge concepts

Some Useful strategies:

Libraries and information centres play a crucial role in today's knowledge-driven society. To ensure that library and information science programs remain consistent with the job market, several strategies can be implemented:

1. Continuous industry research and analysis to identify emerging trends and demands in the field.
2. Collaboration with industry professionals and employers to create curriculum that aligns with current job requirements.
3. Integration of practical experiences through internships, practicums, or cooperative education opportunities.
4. Regularly updating and reviewing course materials to keep up with advancements in technology and information management practices.
5. Providing students with opportunities for specialized training in areas such as digital libraries, data analytics, and information technology.
6. Offering professional development workshops and certifications to enhance students' skills and make them competitive in the job market.
7. Establishing partnerships with local libraries, information centres, and other organizations to provide students with real-world projects and experiences.
8. Encouraging students to engage in networking and professional associations to stay connected with industry trends and job opportunities.
9. Implementing a comprehensive career services program to support students in their job search process, including resume building, interview preparation, and job placement assistance.
10. Providing opportunities for students to develop transferrable skills such as critical thinking, problem-solving, and communication skills that are in demand across various industries.
11. Leverage advantage from emerging new technologies and enrich curricula with systems

- technologies that promise more effective ways of information handling,
12. Keep watch on new information products and services and state of the art knowledge management tools and work out what new should be integrated with training programs,
 13. By making sincere efforts of incorporating training in new skills and competencies as part of our professional training we should enrich and expand our education and training programs
 14. Learn lessons from cognate areas such as expert systems, data mining and data warehousing,
 15. Improve educational and training programs through the route of professional research,
 16. Proactively bring changes in education and training conforming it to the changing information seeking patterns and channels,
 17. Constantly assess the changing information scenario created by the electronic publishing and the internet,
 18. Constantly assess the changing information scenario created by the electronic publishing and the internet,
 19. Constantly look at on-going metamorphosis in libraries and information centres,
 20. Diversify LIS education and broaden its scope ;by including several specializations like social informatics, medical informatics, financial informatics, legal informatics, agricultural and information based counselling scientometrics,
 21. Constantly scan the market place and identify the skills and competencies that are in demand.
 22. Constantly improve LIS giving more emphasis on practice and learning by doing and experimenting rather than mere delivery of information's,
 23. Conform LIS education in a way that may enhance the competency level and skill sets of LIS professionals and enhance their employability

The future Perspective:

Library and Information curricula must be cast its net wide to create varied employment opportunities, there is a truth in the paradox that future of librarians lies outside the walls of libraries, thus future courses in Library and information science must include information literacy training, information and research ethics, knowledge management, Intellectual property right laws and

issues capturing indigenous knowledge lying in manuscripts and with tribal and above all property right skills and library advocacy. Librarian's must be trained to play a visible role in implementing the right to information act in transparency movement (IFLA/FAIFE) and the national manuscript mission, that is essential for survival and visibility on the national scene, must depend right to library services to be included in right to service

The National Knowledge Commission recommended National Institute of library ;and Information Science seems nowhere in sight, as already mentioned, apart from providing guidance and directions of Library and Information science education in India this multifunctional centre could be a sort of meta institute which can be a much needed interface between the profession and the government . It can also take up accreditations which is long lingering issue without any outcome, such an institute could also shoulder the responsibility ;providing proper avenues for continuing professional development of library and information science teachers which should be on different lines carved for the working librarians. A library council of India on the pattern of bar or medical council of India has failed to come up , mostly due to lack of advocacy and concerted efforts, besides that, full or subsidiary library and information science courses must make inroads in other national institute such as IITS and IIMS , AIIMs, or National law schools. Some Indian institute of information technology can have a full-fledged department of LIS teaching to teach interdisciplinary and innovative courses. Such institutes are quite likely to attract much needed talent. After all the Information Technology has one of ;the enduring and practical effects on library ;and information services, such a move can give a face-lift to our courses, products and the profession without losing sight of services philosophy and duty to preserve human literary heritage. By no means is it to play any second fiddle to them, the collaboration is winning -win strategy.

Investing in modern infrastructure including digital resources, internet connectivity, and updated facilities is critical to enhancing the capabilities of libraries and information centres across India. Government initiatives and private partnership can play a pivotal role in addressing this challenge

Collaboration between academic institutions and industry experts can facilitate the reform of the curriculum to align with international standards. Emphasizing practical training in digital library management, information retrieval systems, and emerging technologies can better prepare graduates for the evolving landscape of information science.

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Conclusion:

It is incumbent upon the Library and Information science education providers to take stock of the library and information science education, research and training on the historical occasion of the centenary of library and information science education in India. Our Library and information science courses must be consistent with the job market, and our products must be equipped with employable skills. There must be a relative balance between our traditional turf and the technological innovations. The irrelevant course components must be abandoned and cutting-edge concepts must be integrated into our courses. Internship should be adopted and choice must be made available to the students. We must not suffer from techno mania or technophobia the gap between theory and practice must be bridged. For this different type of libraries must serve as laboratories for our students and library professionals must be involved in teaching and research assignments. Our courses must equip our students with critical thinking and independent learning skills. Collaboration and partnership must be developed between different faculties in the Indian universities and library and information science schools in other countries to offer joint degree programmes and better exposure to our students.

It is high time to start multidisciplinary courses in partnership with other departments and develop international collaborations to bring our degrees on par with world class schools. Though all components are important but no compromise should be made with regard to students, faculty, curricula and

learning resources. Free ships and scholarships must be introduced to attract good students, concerted efforts must also be made to publicize and market our programmes public awareness of library and information science education in India be at starting point in the directions.

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