



Indian LIS Education In Distance Mode: A Bird's Eye View

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Abstract:

This paper presents numerical study about the LIS education through Distance Learning System in India during 2011-18. The main objectives of the paper are presented a figure of the growth and enrolment scenario of Distance Learning System in LIS education. It is also presented about the details of the latest status of LIS courses (BLISc&MLISc) in Indian universities and educational institutions through distance mode. This paper is based on the yearly primary survey reports (2010-18) namely 'All India Survey on Higher Education' conducted by Ministry of Human Resource Development (MHRD) Dept. Of Higher Education, Govt. Of India. The findings indicate that in India Universities and Institutions which are given chance for LIS education through Distance mode, this is not a sufficient number.

Index Term: LIS education, Distance Learning, Indian Education, Librarianship

1. Introduction:

The history of the education of library science in India may be traced far back to the year 1911, when Mr. W. A. Borden an American disciple of Melvil Dewey, for the first time started a short term training programme in library science at Baroda under the patronage of Maharaja Sayajirao III Gaekwad of Baroda. Four years later in 1915 another American student of Melvil Dewey, Mr. Asa Don Dickinson started a three month apprentice training programme for working librarians at Lahore (now in Pakistan). In 1929, Dr. S.R. Ranganathan started a certificate courses at Madras Library Association which was taken over by the University of Madras, and in 1937 the course was converted into Postgraduate Diploma in Library Science. This was the first diploma programme in Library Science in India. Before Independence, only five universities Andhra University, Benaras Hindu University, Bombay University, Calcutta University, and Delhi University were offering diploma course in library science. University of Delhi was the first university to establish a full-fledged Department of Library Science just before independence in 1946, and started admitting students to the PG Diploma in 1947. After independence the stimulus for the growth and development of libraries and library Science education has come from the progress in and extension of education, scientific research and programme of Socio-economic development which started in 1951 with the commencement of the First Five-Year Plan. As a result of these developments, Library and Information Science today is a well recognised discipline of study and research at the post graduate level in the country. It is estimated that approximately hundred and sixteen (116) departments in various central and state universities, colleges and institutions affiliated to universities are offering LIS courses at various levels in India. In addition, NISCAIR, New Delhi and DRTC, Bangalore is offering a two-year Associate ship in Information Science and Master of Science in Library and Information Science. The number of enrolment can give an effect on the profession and it is very important to notice quality than quantity. It should be ensured that they can face modern transformations through adequate teaching learning elements.

Distance Education or Distance Learning:

According to the Ministry of Human Resource Development (Mhrd.gov.in, 2018):

“Open and Distance Learning (ODL) system is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. ODL system of the country consists of Indra Gandhi National Open University (IGNOU), State Open Universities (SOUs), Institutions and Universities offering education and includes Correspondence Course Institutes (CCIs) in conventional dual mode universities. This is becoming more and more significant for continuing education, skill updation of in service personnel and for quality education of relevance to learners located at educationally disadvantageous locations.”

The paper gives useful information to provide professionals, researchers, pupils on the growth and development of LIS education in India.

2. Objectives of the study:

- To know the effect of distance education on LIS education.
- Growth the number of students enrolled in LIS education in Distance mode.
- To know the gender wise enrolment in LIS education in distance mode.
- To know the category wise enrolment in LIS education in distance mode.
- Find out the universities and institutions which are providing LIS courses through distance mode during the year 2011-2018.

3. Methodology:

Literature review is a key element for any research. The study implies that evaluating reports on researches as well as reports on the casual observation and opinion that are related to the individual planned research project. Researcher has done literature search on related topic. Researcher feels that there is a gap. The study of present research topic is to widen the knowledge in this field. This paper is purely based on the yearly primary survey reports(2010-18) namely ‘All India Survey on Higher Education’ conducted by Ministry of HumanResource Development (MHRD) Dept. Of Higher Education, Govt. Of India .This yearly reports are taken from MHRD website<http://mhrd.gov.in>. After that I collected the data according to my area of interest “Distance Education”& “LIS education”, for some related ideas I browsed few e-journal databases like JSTOR, Emerald (LIS & Knowledge management) and Directory of online journals of National Library also help me to do this work.

Limitation of the study:

- The study depends on only two courses related to LIS education (BLISc&MLISc), and those students who are enrolled in the distance mode only.
- In this paper the ongoing courses are not considered.
- Data are not completed, because some universities are not response to the survey, so the paper does not show those particular data. But maximum universities responded.
- Data are collected from the year 2011 to 2018.

4. Significance of the study

The article may help us to find the current enrolled picture and effect of distance learning system on LIS education sector in India and outcome inform us a pictorial figure of LIS education in distance mode. From this study the situation of the future in LIS will be analyzed.

5. Data analysis and interpretation

After collection, the data have been tabulated and the report only result has been shown in table and figure and one result in percentage. The tables are distributed according to year

Table 1: Total number of students enrolled in LIS education through Distance mode

year	BLISc	MLISc	Total
2011-12	20,734	6,651	27,385
2012-13	25,668	6,917	32,585
2013-14	29,129	6,441	35,570
2014-15	21,744	5,347	27,091
2015-16	16,268	4,349	20,617
2016-17	20,225	4,376	24,601
2017-18	22,878	4,621	27,499
TOTAL	1,56,646	38,702	1,95,348

The above table represent a total number of students enrolled for both BLISc&MLISc separately; it is also represent the year wise total enrolment of students. In the year 2013-14 the highest number of students enrolled in LIS education and in the year 2015-16 the lowest number of students are enrolled in LIS education.

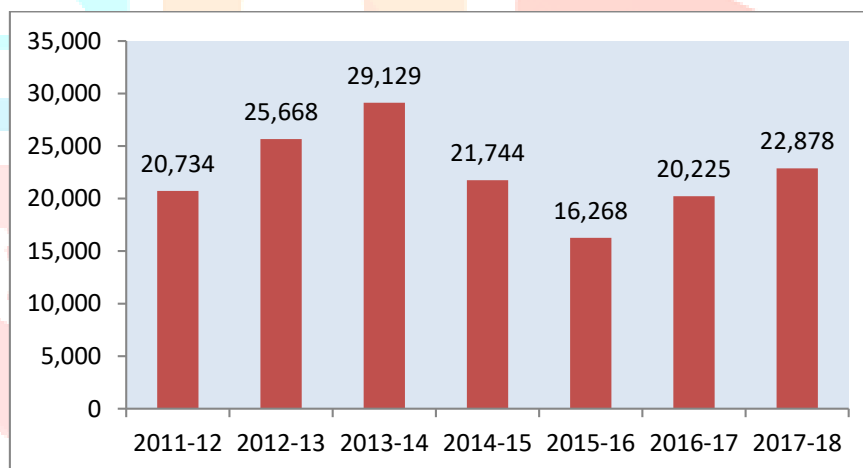


Fig 1: year wise enrolments for BLISc

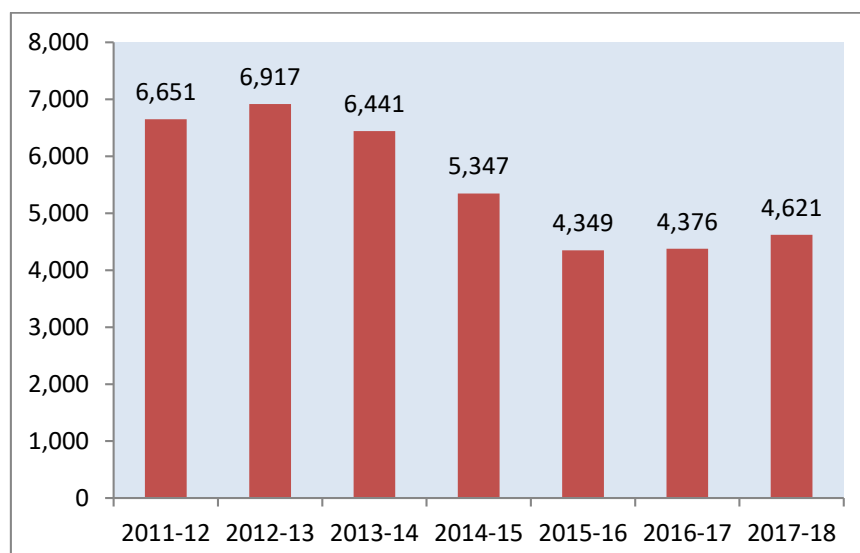


Fig 2: year wise enrolments for MLISc

The figure 1 & 2 are shows that the number of students enrolled for both BLISc&MLIsc. In BLISc the highest number of students is enrolled in 2013-14 and lowest number of students is enrolled in 2015-16. Only in the year2015-16 enrolled students below 20,000. After BLISc the students are not interested for MLISc, the result is that a few number of students are enrolled for MLISc. In the year 2012-13 the highest number of students enrolled for MLISc, and lowest number of students enrolled in 2015-16 like BLISc.

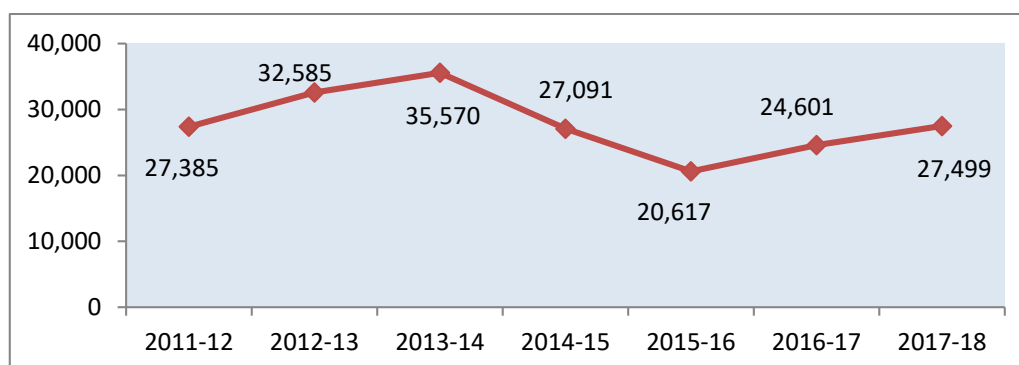


Fig 3: Year wise assessment of total number of enrolled students (BLISc + MLISc)

The above figure displays that the number of students continuously changes over the year. It is notable that in 2015-16 and 2016-17 enrolled the students are at below 25,000. Lowest number (20,617) of enrolled students is in 2015-16 and the highest number in 2013-14(35,570).

Table 2: Gender wise enrolment during 2011-18

Year	Male	Female
2011-12	13,754	13,631
2012-13	16,767	15,818
2013-14	18,553	17,017
2014-15	13,525	13,566
2015-16	9,351	11,266
2016-17	11,438	13,163
2017-18	13,500	13,999
Total	96,888	98,460

The above table shows the gender wise enrolment of LIS education, it is also represent year

Wise enrolment for both male & female separately. The highest number of male students enrolled in 2013-14 and lowest number of male students enrolled in 2015-16. For female students highest enrolled in 2013-14 and lowest enrolled in 2015-16 like male students. The number of male and female students is almost equal.

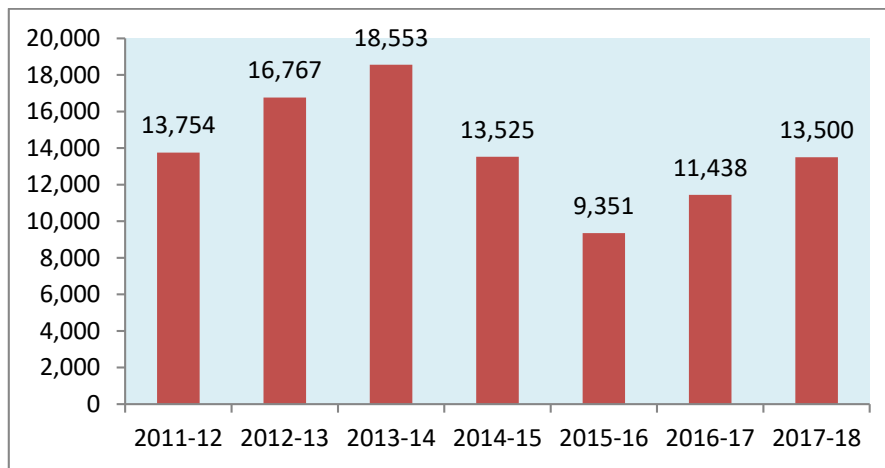


Fig 4: year wise enrolment for Male

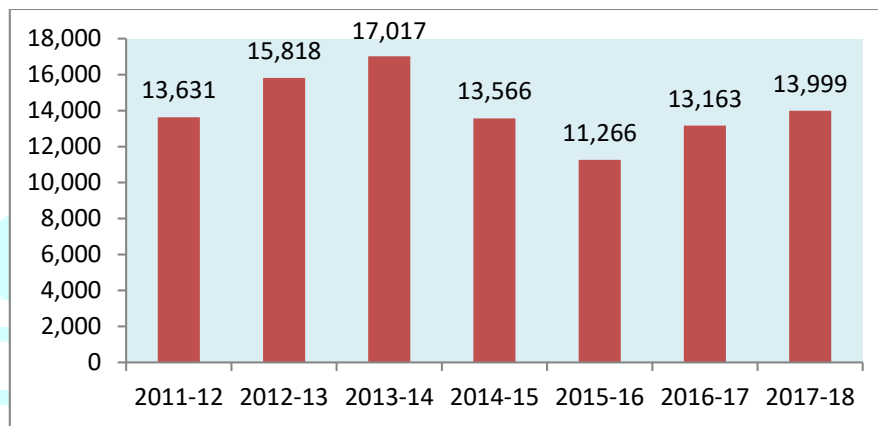


Fig 5: Year wise enrolment for Female

The figure 4 and 5 are display that the number of students for both male and female change continuously. For male more than 10,000 students are enrolled every year, except 2015-16. Similarly for female more than 13,000 students enrolled every year except 2015-16.

Table 3: category wise enrolment during 2011-18 (BLISc + MLISc)

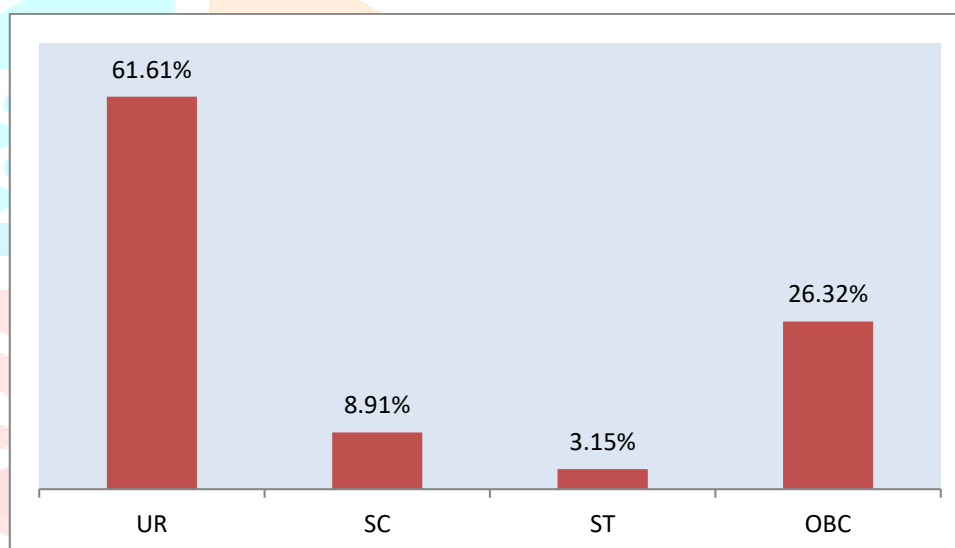
Year	UR	SC	ST	OBC
2011-12	17,775	2,077	530	7,003
2012-13	23,191	2,151	872	6,371
2013-14	24,130	3,014	799	7,627
2014-15	17,888	2,235	826	6,142
2015-16	11,369	2,237	796	6,215
2016-17	12,001	2,809	1,042	8,749
2017-18	14,008	2,885	1,290	9,316
Total	1,20,362	17,408	6,155	51,423

The table 3 represent the number of students enrolled in category wise and year wise. Highest number of students is enrolled in UR category, and lowest number of students is enrolled in ST category.

Table 4: Category wise enrolment

Total	UR	SC	ST	OBC
1,95,348	1,20,362	17,408	6,155	51,423
Percentage	61.61%	8.91%	3.15%	26.32%

From the table it is clear that (61.61%) students are belong in UR category and only (3.15%) students are belong in ST category. After UR category OBC category belong in 2nd position (26.32%) and SC category belong in 3rd position (8.91%).

**Fig 6: category wise enrolment in percentage**

The above figure shows the position of UR, SC, SC, and OBC category according to enrolment in LIS education through distance mode.

The details of the latest status of Library and Information Science courses in Indian universities through distance mode are given below

Table 5: The list of institutions providing LIS courses through distance mode

Slno.	University	Place	State	BLISc	MLISc
1.	Alagappa University	Karaikudi	Tamil Nadu	Y	--
2.	Annamalai University	Annamalainaga	Tamil Nadu	Y	Y
3.	AwadeshPratap Singh University	Rewa	M. P.	Y	--
4.	Barkatullah University	Bhopal	M. P.	Y	Y
5.*	Berhampur University	Berhampore	Orissa	Y	Y
6.	Bharathidasan University	Tiruchirapalli	Tamil Nadu	Y	Y
7.*	Calicut University	Calicut	Kerala	Y	Y
8.	B.R. Ambedkar Open University	Hyderabad	A. P.	Y	Y
9.*	Dr.HarisinghGourVishwavidyalaya	Sagar	M. P.	Y	Y
10.*	Guru Ghasidas University	Bilaspur	M.P.	Y	Y
11.	Hyderabad University	Hyderabad	A.P.	Y	--
12.	IGNOU	New Delhi	New Delhi	Y	Y
13.	Kakatiya University	Warangal	A.P.	Y	
14.	Karnataka State Open University	Mysore	Karnataka	Y	--
15.*	KurukshetraUniversity	Kurukshetra	Haryana	Y	Y
16.*	Madurai Kamraj University	Madurai	Tamil Nadu	Y	Y
17.*	Mahatma Gandhi GramodayaVishwadiyalaya	Chitrakoot	M.P.	Y	Y
18.	NetajiSubhas Open University	Kolkata	W.B.	Y	Y
19.*	Patna University	Patna	Bihar	Y	--
20.*	Sri Venkateswara University	Tirupati	A.P.	Y	Y
21.	Tamil Nadu Open University	Chennai	Tamil Nadu	Y	Y
22.	U.P. RajarshiTandon Open University	Allahabad	U. P.	Y	Y
23.	Uttarakhand Open University	Nainital	Uttarakhand	Y	Y
24.	Yashwantraochavan Maharashtra Open University	Pune	Maharashtra	Y	--

*These universities provide LIS education through both regular and distance modes

Table 6: Colleges & Institutions other than Universities providing LIS course through Distance mode

S.N o.	College/Institute	Affiliating University	Place	State	BLI Sc	MLI Sc
1.	AEC Training College and Centre	M.G. GramodayaVishwavidyalaya	Panchmarhi	M.P	Y	--
2.	AryaVidyapeethKanyaMahavidyalaya		Bhusawar	Rajasthan	Y	--
3.	Asian Workers Development Institute	Sambalpur University	Rourkela	Orissa	Y	--
4.	Bishop Heber College	BharatiDasan University	Tiruchirapalli	Tamil Nadu	--	Y 2 years
5.	Central Institute of Library Science		Hyderabad	A.P.	Y	--
6.	Govt Girls Degree College	Jiwaji University	Gwalior	M.P.	Y	Y
7.	Govt. MLB Arts and Commerce Auto College	Jiwaji University	Gwalior	M.P.	Y	Y
8.	HPT Arts / RYK Science College	University of Pune	Nasik	Maharashtra	Y	--
9.	Inst. Of Correspondent Education	University of MADras	Chennai	Tamil Nadu	Y	Y

10.	Isabella Thoburn College	University of Lucknow	Lucknow	U.P.	Y	--
11.	Kamta Prasad Guru BhashaBharati	Rani DurgavatiVishwavidyal aya	Jabalpur	M.P.	Y	--
12.	Manair College of Library Science	Kakatiya University	Khammam	A.P.	Y	--
13.	Nehru Institute of Social Studies		Pune	Maharash tra	Y	--
14.	Nutan Maratha Mahavidyalaya	North Maharashtra University	Jalgaon	MAharash tra	Y	--
15.	PanditNilkanta College of Library &Informatiion Science	Utkal University	Bhubanes war	Orissa	Y	Y
16.	S. B. Women's College	Utkal University	Cuttack	Orissa	--	Y 2 years
17.	VidyaBharati Science College	Amravati University	Amravati	Maharash tra	Y	

6. Findings:

In this study prove that Distance learning system is a most important learning system in LIS education sector. Since 2011 there are no huge changes according to enrolment of students in LIS education except 2015-16, in this year number of enrolment too much decrease. The male and female students are almost equal in every year, and the ST category students are not interested or don't have any information about LIS education, they are few in numbers than other backward categories. In India there are 24 universities and 17 Institutions which are given chance for LIS education through Distance mode; this is not a sufficient in number.

7. Conclusion:

In this study the ongoing courses do not consider, there are some of the gap areas that can be improved from the present study in further studies. At last job guarantee is most important, if the Distance learner of LIS sector gets chance for job, then the number of students will be increase in Distance learning. While the general higher education sector seethes under trouble, Distance Education has made a positive impact. It is the learning process where the learner and the taught are separated by time and space.

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