



## The Landscape of LIS Education in India: Insights and Recommendations for the Future

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This paper examines the current landscape of (LIS) Library and Information Science education in India, focusing on the program structures of Library Science in state and central universities, the types of courses offered, and the faculty strength. It also assesses the availability and clarity of information on university websites, regarding LIS programs. This study is based on data collected from the websites of state and central universities, LIS education in India. A comprehensive analysis of data was collected from the (LIS) Library and Information Science department's websites. The complete list of state and central universities was taken from (UGC) University Grant commission's website. Based on the findings, the paper provides several recommendations to improve the quality and relevance of LIS programs in India. The recommendations include clarifying faculty positions, enhancing the availability and accuracy of program information, and addressing identified gaps in the educational framework. By addressing these issues, the paper aims to contribute to the advancement of (LIS) Library and Information Science education in India, ensuring that future professionals are well-prepared to meet the evolving demands of the information landscape.

**Keywords:** LIS Education, Central University, State University, LIS Faculty, Library Science, Library and Information Science

### Introduction

One of the richest legacies of history is the library. It is a learning institution that exists in our society from ancient times. It is a place where interaction between human and information takes place and intends to satisfy the information and social needs. Libraries play a vital role for a nation by preserving its cultural heritage. In the modern age with the abundance of information, libraries assist the society by maintaining and disseminating the relevant information as and when required (Ari, 2017)<sup>1</sup>. Libraries have played a crucial role in society from ancient times to the present day. Their roles have evolved over the centuries, reflecting changes in technology, education, and the needs of communities, the evolution of libraries from ancient times to the modern day has been marked by significant changes driven by technological advancements, shifts in societal needs, and evolving educational paradigms. Libraries are one of the educational institutes too as they contribute to the upliftment and development of society. Thus, the success of libraries depends on the services they provide. That is why the management

and administration of libraries and other such institutions require specialized and qualified staff as well as technical knowledge, which is made possible by education in the field of library science. (Makwana, 2022)<sup>2</sup>. Library science education deals with the education in order to develop the professional skill, working ability, among the library professionals.

The history of Library science education can be traced from 1911 with a formal training program for librarianship in the State of Baroda to till today's professional courses developed to meet the requirement of the users in the libraries. In the teaching profession of Library Science, these changes have been made and will continue to occur to make our library services better and more efficient. As a result, India is the only country after the United States where more and more educational centers were started in this profession. These include the Vedic age, post-Vedic age, Muslim age, British age, 1890s to 1950s age, post Independence age, and Information Technology age, During the above period, the level of library education has been gradually improving and today the library science has emerged as a profession.

From which it can be said that its future is bright in India and periodic improvement in regular courses and syllabi is required to maintain the standard of library science education.(Makwana, 2022)<sup>3</sup>.

### **The purpose of Librarianship**

With a rapid growth of library awareness in the country, and establishment and expansion of various libraries - academic, public and research a need was felt for qualified personnel, trained in various aspects of librarianship (Murty & Singh, 2006)<sup>4</sup>. The available definitions of librarianship usually include four main areas of activities;

- The collection of the material appropriate for libraries.
- The preservation of the material.
- The organization of the material.
- The dissemination of the material or the information which it contains.

Librarianship is a specialized area which needs skills and firm knowledge of the profession. A beginning in this direction was made by Dr. S.R Ranganathan, by starting a post-graduate diploma in library science. After independence in 1947, the desire to institute MLS course in leading universities took deep roots, and a number of library schools were established and/or consolidated. The courses provided by the Departments of Library and Information Science are job-oriented, and the employment potential is quite significant. The twentieth century is characterized by 'Literature Explosion' and 'Information Explosion.' This has resulted in the rapid growth of quantitative reading material both at macro and micro levels. The handling of all such material and the dissemination of information requires trained professional librarians and information officers. The production and turnout of such trained professionals is, and should be, the goal of our library schools

### **Historical Perspective**

Library science education has its roots in various pivotal moments in history. One such instance dates back to when W. A. Borden, an American Librarian and student of Melvil Dewey, initiated a training class at Baroda under the patronage of Maharaja Sayajirao III, Gaekwad. This was a significant step, marking the introduction of fundamental practices such as the Dewey decimal classification and Anglo-American Cataloguing Rules. In 1915, another influential figure, American Librarian Asa Don Dickinson, established a

library school at the Punjab university library of Lahore (now Pakistan). These endeavors by Borden and Dickinson left lasting impacts on the field. (Dasgupta, 2009)<sup>5</sup>

Dr. S.R. Ranganathan, the then librarian of Madras University, furthered the cause of library science education. Under his guidance, the Madras Library Association orchestrated a course in librarianship in 1929. This course transitioned into a full-time post-graduate diploma course at Madras University by 1931 (Raghavan, 2023)<sup>6</sup>, later evolving into a significant academic program by 1937. Over the years, between 1937 and 1947, several universities and the former Imperial Library also launched postgraduate diploma courses.

Many Universities and association initiated for the development of Library science education in India. From certificate course to degree programs, institutions like Delhi University, Aligarh Muslim University, Madras University, Bengal Library Association in Calcutta, College of Adult Education in Agra, Delhi University Association, These initiatives collectively shaped the landscape of library science education, ensuring its growth and development.

Over time, there has been a notable transformation and expansion is seen in Library Science education within higher education institutions. This evolution is evident through the increase in the number of courses offered, growth in faculty, changes in curricular patterns, and a rise in student enrollment. This study aims to find out the present status of (LIS) Library and information science education in India.

### **Research Questions**

The general purpose of this study is to find out the present status of library science education and schools running in India. To serve the purposes of the study, the following questions were investigated:

1. Which are the higher educational institutes where Library Science programs are currently being taught?
2. What specific courses are offered within these Library Science programs?
3. How have curricular patterns and teaching approaches changed over time in Library Science education?
4. What is the status of faculty and staff within Library Science departments?
5. What is the nomenclature and duration of the course?
6. What is the faculty-student ratio?

**Scope and Objective**

The objectives of the study are:

1. To identify institutions offering Library and Information Science programs within the higher education landscape.
2. To compile a comprehensive catalogue of courses in Library and Information Science programs.
3. To evaluate the status of faculty and staff in the Library and Information Science departments, with a focus on their qualifications, expertise, and professional roles.
4. To examine trends in student enrollment and the increasing capacity of Library and Information Science programs.
5. To offer recommendations for improving the effectiveness and relevance of Library and Information Science education to meet the evolving demands of the field.

**Methodology**

A structured methodology was followed to ensure accuracy and comprehensiveness. The steps followed are given below:

**Compilation of the University List:** To ensure the inclusion of all relevant institutions, a consolidated list of all central and state universities was obtained from the official website of the University Grants Commission (UGC). This list served as the foundational reference for the study. Data was collected from March 9, 2023, to May 2024, and the website was monitored for updates through July 2024.

**Website Examination:** Each university's official website was examined methodically to gather relevant information on,

- LIS programs offered (e.g., Bachelor's, Master's, PhD, PG Diplomas) were collected.
- number of full-time and adjunct faculty members including their qualifications and research expertise.
- total number of seats available for each program
- duration of each course
- types of courses (e.g., full-time, part-time, distance learning, online),

**Cross-verification:** Cross-checking the information with University Grants Commission (UGC) notifications, university prospectuses, and official circulars or announcements on the LIS programs was done to ensure the legitimacy of the acquired data.

**Data Categorization:** The collected data was then categorized based on parameters such as geographical region, university type and course level.

**Data Analysis:** Data was analyzed to offer insights into the availability, diversity, and quality of Library Science education, contributing valuable information for future academic planning and policy-making. Certain challenges were encountered during the data collection, such as some university websites lacking up-to-date information on LIS programs, necessitating additional outreach or reliance on secondary sources and the structure and presentation of information varied significantly across university websites, making uniform data extraction a challenge. This meticulous process of gathering and verifying data has been adopted to provide a well-rounded overview of the LIS programs offered in central and state universities and to map the current LIS education landscape.

**Mapping the Current Landscape of LIS Education**

In this section, we aim to provide an overview of the present status of Library and Information Science (LIS) education in India. The data presented here offer insights into the existing landscape of LIS schools, their academic offerings, faculty composition, research initiatives, and student engagements.

The numbers provided represent the count of different types of universities in India. Each category represents a different classification of universities based on their governance or funding structure. There are fifty-six 56(4.76%) central universities, four hundred eighty-eight 488 (42.49%) state universities, one hundred thirty-six 136 (11.56%) deemed to be universities, and four hundred ninety-six 496 (41.17%) state private universities. However, the study is limited to Central Universities 56 (4.76%)

Table 1 — Different types of universities in India

SN	Type of Universities	Frequency	%
1	Central university	56	4.76%
2	State university	488	42.49 %
3	Deemed university	136	11.56%
4	State private university	496	41.17%
	Total	1176	100%

Table 2 — Number of central and state universities offering LIS Education

Number of central and state universities offering LIS Education			
Universities	Frequency	Percentage	Total Universities
Central Universities	21	37.5%	56
State Universities	129	26.43%	488
Total	150	27.57%	544

and State Universities 488 (42.49%) in India so the data collection is limited to central and state universities.

The data from the table reveals that among the 56 Central Universities included in the study, only 21 of them offer programs in Library and Information Science (LIS). Similarly, when considering the 488 State Universities covered in the study, the data shows that 129 of them offer Library and Information Science Programs.

The table 3 contains data on central universities, jurisdictions across a total of 28 states. The initial list

was sourced from the UGC's website and included Union territories. The table provides an analysis of the status of Library and Information Science (LIS) education across central universities in various states of India,

#### Status of LIS education in central universities of India

- Out of a total of 56 central universities across India, 21 universities (approximately 37.5%) offer LIS programs, while 36 universities (about 64.3%) do not offer LIS programs.

Table 3 — State-wise breakup of Universities in India

S. No	States	Status of LIS education central universities of India				Total Universities
		YES	%	NO	%	
1	Karnataka	0	0	1	100	1
2	West Bengal	0	0	1	100	1
3	Uttar Pradesh	3	50	3	50	6
4	Gujarat	1	50	2	100	2
5	Maharashtra	0	0	1	100	1
6	Andhra Pradesh	0	0	3	100	3
7	Rajasthan	0	0	1	100	1
8	Madhya Pradesh	1	50	1	50	2
9	Odisha	0	0	1	100	1
10	Tamil Nadu	1	50	1	50	2
11	Bihar	1	25	3	75	4
12	Haryana	1	100	0	0	1
13	Assam	1	50	1	50	2
14	Telangana	0	0	3	100	3
15	Chhattisgarh	1	100	0	0	1
16	Kerala	0	0	1	100	1
17	Punjab	1	100	0	0	1
18	Jharkhand	0	0	1	100	1
19	Uttarakhand	1	100	0	0	1
20	Himachal Pradesh	1	100	0	0	1
21	Manipur	1	33.33	2	66.67	3
22	Sikkim	1	100	0	0	1
23	Tripura	1	100	0	0	1
24	Arunachal Pradesh	0	0	1	100	1
25	Goa	0	0	0	0	0
26	Meghalaya	0	0	1	100	1
27	Mizoram	1	100	0	0	1
28	Nagaland	0	0	1	100	1
29	Delhi	3	42.86	4	57.14	7
30	Jammu and Kashmir	0	0	2	100	2
31	Chandigarh	0	0	0	0	0
32	Ladakh	0	0	1	100	1
33	Pondicherry	1	100	0	0	1
	Total	21		36		56

- Several states, such as Haryana, Chhattisgarh, Punjab, Uttarakhand, Himachal Pradesh, Sikkim, Tripura, Mizoram, and Pondicherry central universities are running (100%) of LIS education.
- Uttar Pradesh, Gujarat, Madhya Pradesh, Tamil Nadu, Bihar, Assam, Delhi, and Manipur show partial availability, where some universities offer LIS programs while others do not. For example, in Uttar Pradesh, 50% of central universities (3 out of 6) provide LIS education.
- Karnataka, West Bengal, Maharashtra, Andhra Pradesh, Rajasthan, Odisha, Telangana, Kerala, Jharkhand, Arunachal Pradesh, Goa, Meghalaya, Nagaland, Jammu and Kashmir, Chandigarh, do not offer LIS education.

#### Regional Gaps:

- Southern states like Karnataka, Andhra Pradesh, Telangana, and Kerala have a low percentage of universities offering LIS programs, which may indicate a need for more LIS educational opportunities in these areas.
- Northern and Northeastern states, including Haryana, Punjab, Uttarakhand, Himachal Pradesh, Sikkim, Mizoram, and Tripura, have a relatively high proportion of universities with LIS programs.

#### Largest State Gaps:

- Delhi and Uttar Pradesh have the highest total number of central universities (7 and 6 respectively), but only 42.86% and 50% of these universities offer LIS programs, like Delhi is home to 7 central universities, of which only 3 universities namely Indira Gandhi National Open University, Jamia Millia Islamia and the University of Delhi provide (LIS) Library and Information Science courses which suggests room for expansion to meet potential demand in larger states.

#### Overall Trend:

- The data indicates that LIS education is less widely available across central universities in India, with more than half of the universities lacking such programs. This may highlight a need for LIS expansion to support education and training in library sciences and meet regional demands across states.

\*Three state universities Koppal University (Karnataka) Dhanamanjuri University (Manipur)

Baba Amte Divyang University (Rajasthan) are not included in the above Table as their website did not provide clear details about LIS programs.

Table 3A provides insights into the status of Library and Information Science (LIS) education across state universities in India. It shows the number of universities with and without LIS programs across different states and territories.

#### Status of LIS education in state universities of India

Out of 485 state universities in India, only 129 universities (approximately 26.6%) offer LIS programs, while 356 universities (about 73.4%) do not.

Bihar has the highest proportion of universities offering LIS programs at 40% i.e. (8 out of 20). Followed by Karnataka (35.71%), West Bengal (34.21%), Maharashtra (33.33%), Tamil Nadu (36.36%), and Madhya Pradesh (37.5%) also have relatively higher availability of LIS programs as compared to other states, though the number of universities they have are more as compare to other states.

In Delhi, there are 11 state universities, out of which only one, Dr. B.R. Ambedkar University, offers a full-fledged Library Science course. The remaining 10 state universities do not provide LIS courses.

Jammu and Kashmir has a total of 9 state universities and only Jammu University and Kashmir University offer comprehensive Library Science programs. The other 7 state universities do not have LIS courses.

Chandigarh has one state university, which offer Library Science Education.

Several states, including Manipur, Sikkim, Meghalaya, Ladakh, Pondicherry, Nagaland, and Mizoram, do not have any LIS programs in their state universities. This highlights a complete lack of LIS education in these regions, signaling a need for targeted efforts to introduce LIS programs. This detailed information highlights the varying levels of availability and accessibility of LIS education in the Union Territories. It underscores the need for enhancing the digital infrastructure and expanding educational resources, particularly in regions where LIS courses are not currently offered.

The table 4 provides an overview of the courses offered by central and state universities in the field of

Table 3A — State-wise breakup of Universities of India

S.No	States	Status of LIS education in State universities of India				Total Universities
		YES	%	NO	%	
1	Karnataka	15	35.71	27	64.29	42
2	West Bengal	13	34.21	25	65.79	38
3	Uttar Pradesh	10	27.03	27	72.97	37
4	Gujarat	7	23.33	23	76.67	30
5	Maharashtra	10	33.33	20	66.67	30
6	Andhra Pradesh	7	25	21	75	28
7	Rajasthan	5	19.23	21	80.77	26
8	Madhya Pradesh	9	37.5	15	62.5	24
9	Odisha	6	25	18	75	24
10	Tamil Nadu	8	36.36	14	63.64	22
11	Bihar	8	40	12	60	20
12	Haryana	2	9.52	19	90.48	21
13	Assam	4	22.22	14	77.78	18
14	Telangana	3	17.65	14	82.35	17
15	Chhattisgarh	5	31.25	11	68.75	16
16	Kerala	1	6.67	14	93.33	15
17	Punjab	2	14.29	12	85.71	14
18	Jharkhand	3	23.08	10	76.92	13
19	Uttarakhand	3	27.27	8	72.73	11
29	Delhi	1	9.09	10	90.91	11
30	Jammu and Kashmir	2	22.22	7	77.78	9
20	Himachal Pradesh	1	14.29	6	85.71	7
21	Manipur	0	0	2	100	2
22	Sikkim	0	0	2	100	2
23	Tripura	1	50	1	50	2
24	Arunachal Pradesh	1	100	0	0	1
25	Goa	1	100	0	0	1
26	Meghalaya	0	0	1	100	1
31	Chandigarh	1	100	0	0	1
32	Ladakh	0	0	1	100	1
33	Pondicherry	0	0	1	100	1
28	Nagaland	0	0	0	0	0
27	Mizoram	0	0	0	0	0
	Total	129		356		*485

Library and Information Science (LIS), highlighting the number of institutions providing these courses. The courses are categorized into several types: Certificate, Diploma, Bachelor of Library and Information Science (B.Lib.I.Sc), Master of Library and Information Science (M.Lib.I.Sc), and doctoral programs. Specifically, 1 central university and 3 state universities offer certificate courses, while 2 central universities and 5 state universities provide diploma courses. The combined B.Lib.I.Sc and M.Lib.I.Sc programs are available at 1 central university and 34 state universities. A combination of B.Lib.I.Sc,

M.Lib.I.Sc and PhD are offered by 8 central universities and 27 state universities, and the same number of institutions offers the M.Lib.I.Sc and PhD combination. The integrated M.Lib.I.Sc program is available at 2 central universities and 42 state universities, while the B.Lib.I.Sc alone is provided by 2 central universities and 10 state universities. Lastly, the standalone M.Lib.I.Sc course is offered by only one state university, with no central universities offering this specific program. This distribution highlights the diverse range of LIS educational programs across central and state universities in India.

Table 4 — Program under LIS offered by central and state universities

Courses	Courses offered	
	Central Universities	States Universities
Certificate	1	3
Diploma	2	5
B.Lib.I.Sc &M.Lib.I.Sc	1	34
B.Lib.I.Sc +M.Lib.I.Sc +PhD	8	27
B.Lib.I.Sc	2	10
M.Lib.I.Sc (Integrated)	2	42
M.Lib.I.Sc + PhD	9	27
M.Lib.I.Sc	0	1

Table 4A — State Universities with Missing Data on LIS program

S. No	State	Number of State Universities
1	Bihar	1
2	Karnataka	4
3	Manipur	1
4	Rajasthan	2
5	Tamil Nadu	1
6	Uttar Pradesh	2
7	West Bengal	1
Total	-	12

Based on Table 4A, it is evident that several state universities across India have incomplete information on their websites regarding their Library and Information Science (LIS) programs. This lack of accessible and comprehensive information affects prospective students, making it challenging for them to understand program details and make informed decisions. Notably, universities like Lalit Narayan Mithila University in Bihar, Bengaluru North University, Bagalkot University, Bidar University, and Chamarajanagara University in Karnataka, Dhanamanjuri University in Manipur, Maharaja Ganga Singh University and Rajasthan University in Rajasthan, Annamalai University in Tamil Nadu, Mahatma Gandhi Kashi Vidyapeeth and Raja Mahendra Pratap Singh State University in Uttar Pradesh, and the University of Gour Banga in West Bengal lack complete LIS program details on their websites.

This issue appears to be prominent in Karnataka, where several universities do not provide up-to-date and comprehensive information. This regional trend suggests a need for targeted efforts to improve data transparency and accessibility, especially within Karnataka's state universities. Addressing this issue through centralized, regularly updated databases could ensure that prospective students across India

have reliable access to information about LIS programs and other academic offerings.

Table 5 presents data on faculty involved in Library and Information Science (LIS) education. The study shows that 19 Central Universities offering LIS programs have complete faculty information available, and 2 Central Universities did not have clear information of faculty data on their websites. In contrast, of the 129 State Universities with LIS programs, only 84 provide faculty data, while 45 lack this information. This indicates that, although Central Universities consistently share comprehensive faculty details, a significant information gap exists among State Universities.

Even within the 84 State Universities that do provide faculty data, some still lack essential details, such as designations, job nature (permanent or contractual), and specific roles assigned. In some cases, departments have only partial information, like names of deans or former heads, making it difficult to classify faculty members accurately. This inconsistency suggests a need for improved data transparency and standardization to ensure prospective students and stakeholders have access to complete and clear information about LIS faculty across all institutions.

Table 5A shows the number and categories of faculty positions in Library and Information Science (LIS) programs in Central and State Universities. Table shows that Central Universities have total 40 Professors, 16 Associate Professors, and 47 Assistant Professors. Additionally, there are 7 individuals in other roles, such as Senior Executives, Coordinators, Teaching Assistants, or Guest Faculty Both central and state universities, these roles may be part-time or adjunct positions, used to supplement the core faculty. In contrast, State Universities have a larger faculty base, with 79 Professors, 32 Associate Professors, and 108 Assistant Professors. They also employ 33 individuals in other similar roles. A unique feature of State Universities is the presence of 45 "Librarian cum Professors" and 2 individuals designated as "Incharge.". This indicates a broader and more diverse faculty structure in State Universities compared to Central Universities

The data from Tables 5B and 5C highlight the gaps in faculty information for Library and Information Science (LIS) departments across both central and state universities in India.

Table 5 — Status of data availability of faculty at Central and State Universities

Faculty Data	Central Universities	%	State Universities	%
Faculty data available	19	33.93%	84	17.43%
Faculty data not available	2	3.57%	45	9.34%
Total	21		129	

Table 5A — Number and Categories of faculty working in LIS departments

Faculty	Central University	Percentage	State University	Percentage
Professor	40	36.36%	79	26.42%
Associate Professor	16	14.55%	32	10.70%
Assistant Professor	47	42.73%	108	36.12%
Librarian cum professor	0	0.00%	45	15.05%
In charge	0	0.00%	2	0.67%
Other *(SE/Co/TA/GF)	7	6.36%	33	11.04%
Total	110	100.00%	299	100.00%

\*SE (Subject Expert): Co (Coordinator): TA (Teaching assistant): GF (Guest Faculty)

Table 5B — Non-availability of Faculty data at Central Universities

S. No	State	Central University
1.	Uttarakhand	Hemwati Nandan Bahuguna Garhwal University
2.	Delhi	Jamia Millia Islamia

Table 5C — Faculty at Central Universities data not Available

S. No.	State University	Frequency
1	Bihar	7
2	Karnataka	7
3	Madhya Pradesh	6
4	Maharashtra	5
5	Uttar Pradesh	5
6	Chhattisgarh	3
7	Andhra Pradesh	2
8	Rajasthan	2
9	West Bengal	2
10	Arunachal Pradesh	1
11	Goa	1
12	Gujarat	1
13	Jharkhand	1
14	Manipur	1
15	Tripura	1
16	Uttarakhand	1

Two central universities—Jamia Millia Islamia (Delhi), and Hemwati Nandan Bahuguna Garhwal University (Uttarakhand)—do not have accessible data on LIS faculty. Therefore, it was difficult to fetch out the details of faculty data from these universities. In a same way there are 45 state universities also lack in providing complete information of faculties. States with the highest frequency of missing data include Bihar and Karnataka (7 each), followed by Madhya Pradesh (6), and Maharashtra and Uttar Pradesh (5 each).

## Findings

1. The analysis of university types within the dataset highlights a significant diversity in institutional classifications which shows that there are state universities (42.49%) and state private universities (41.17%) are making up over 83% of the total universities, indicating a strong preference for state-affiliated institutions. Central universities (4.76%) and deemed universities (11.56%) play smaller roles, suggesting a more specialized presence in the higher education landscape.
2. Among the 56 central universities in India, 21 institutions (37.5%) offer Library and Information Science (LIS) programs, whereas 36 universities (62.5%) do not provide such education. In contrast, among a total of 485 state universities, only 129 institutions (26.6%) offer LIS programs, leaving 356 universities (73.4%) without LIS education. This analysis indicates that central universities exhibit a more robust representation of LIS education offerings compared to their state counterparts. Consequently, there is a pressing need for more state universities to consider integrating LIS programs into their curricula in order to meet the evolving educational and professional standards within the field.
3. Furthermore, within central universities, the prevalence of LIS education is quantified at 37.5% (21 out of 56), resulting in a ratio of one LIS program for every 2.67 central universities. In the case of state universities, the provision of LIS education stands at 26.43% (129 out of 485),

yielding a ratio of one LIS program for every 3.78 state universities. This comparative analysis underscores a greater institutional emphasis on LIS programs within central universities, suggesting a strategic priority placed on this field of study in centrally administered institutions.

4. While certain states exhibit full or partial availability of LIS education, there are still substantial gaps across many regions, particularly in the southern and eastern states of India, where LIS programs are limited or non-existent in central universities.
5. The data reveals significant gaps in the availability of LIS education across state universities in India, with the majority of universities not offering LIS programs. This lack of accessibility is particularly notable in regions like Delhi, Jammu and Kashmir, and several Union Territories, where few or no universities have LIS programs. These findings suggest a need to expand LIS education and improve access to program information across various states and territories.
6. Having almost complete faculty data across 19 central universities would enhance the analysis of LIS education in India and help identify areas that need additional resources or development although 2 of the central universities do not have a clear faculty data.
7. The widespread lack of faculty data in state universities makes it challenging to evaluate LIS education quality. It underscores the need for a standardized approach to data reporting across universities.
8. The analysis of faculty composition within Library and Information Science (LIS) programs at central and state universities reveals several notable trends. Central universities exhibit a higher percentage of professors, comprising 34.62% of the faculty, compared to 26.42% in state universities. Similarly, central universities also have a greater proportion of associate professors, at 15.38%, compared to 10.70% in state universities. Conversely, state universities report a higher absolute number and percentage of assistant professors, with 108 faculty members (representing 36.12%) in this rank, compared to 45 assistant professors (or 43.27%) in central universities. Notably, the role of Librarian cum Professor is exclusively present in state universities, accounting for 15.05% of the faculty. Additionally, the position of "In Charge" is only found in state universities, with a small percentage of 0.67%. Furthermore, the category of other positions (such as SE/Co/TA/GF) is more prominent in state universities, comprising 11.04% of their faculty compared to 6.73% in central universities.
9. Central universities in India demonstrate a clear trend towards promoting advanced educational pathways, particularly at the doctoral level, by providing a wider array of integrated and advanced degree options, such as the integrated M.Lib.I.Sc + PhD program. In contrast, state universities tend to prioritize foundational courses that facilitate immediate employment opportunities for graduates. The distribution of Library and Information Science (LIS) courses reveals distinct patterns: one central university and three state universities offer certificate courses, while two central universities and five state universities provide diploma courses. Furthermore, combined Bachelor of Library and Information Science (B.Lib.I.Sc) and Master of Library and Information Science (M.Lib.I.Sc) programs are available at one central university and thirty-four state universities. Notably, a combination of B.Lib.I.Sc, M.Lib.I.Sc, and PhD is offered by eight central universities and twenty-seven state universities, with the same number of institutions providing the M.Lib.I.Sc and PhD combination. Additionally, the integrated M.Lib.I.Sc program is available at two central universities and forty-two state universities, while the B.Lib.I.Sc alone is offered by two central universities and ten state universities. Lastly, the standalone M.Lib.I.Sc course is available at only one state university, with no central universities providing this specific program. This distribution indicates a significant disparity in the focus and depth of LIS educational offerings between central and state universities, highlighting the differing strategic priorities of these institutions.
10. It was observed that 4 (19.04%) central universities and 22 (4.53%) state universities have not updated their departmental profiles for Library and Information Science (LIS) programs. For instance, some institutions continue to list the M.Phil. in Library Science, despite the program being discontinued. This outdated information

may lead to confusion for newcomers to the field, highlighting the need for institutions to regularly review and update their program offerings to ensure accuracy and relevance.

11. The nomenclature of programs offered by LIS departments across India lacks uniformity, with similar courses often labeled differently across institutions. For instance, equivalent programs may be titled "M.Lib, M.L.I.S," or "B.Lib, B.L.I.S." and this was seen 30 (23.26%) of state universities but all central university was found with uniform titles. This inconsistency can create confusion for prospective students and complicate comparisons of program content and career relevance across institutions. Standardizing program names could enhance clarity, improve alignment with industry standards, and facilitate easier cross-institutional recognition of qualifications.
12. Some of the central universities have structured website so that it was easy to navigate and collect the data. These universities are Mahatma Gandhi Central University in Bihar, Central University of Himachal Pradesh in Himachal Pradesh, Pondicherry University in Pondicherry, Aligarh Muslim University in Aligarh and Babasaheb Bhimrao Ambedkar University in Uttar Pradesh.

**Recommendations: The following recommendations are provided which are based on the findings derived and observations during the study. The recommendations address some pertinent issues related to LIS education in India with solutions for more comprehensive and effective outcomes.**

1. **Website Maintenance and Information Update:** It is crucial for universities to maintain an up-to-date department/LIS Schools website that includes comprehensive information about available courses, faculty members, program fees, and other relevant details. This ensures that prospective students and other visitors have access to accurate and current information, which is essential for making informed decisions about their education and career paths.
2. **Faculty Designations:** The roles and designations of faculty members should be specified on official platforms. It is particularly important to distinguish between teaching positions and administrative roles. For instance, with the name of the Head or Chairperson, their

respective designation should be mentioned. This clarity helps students and stakeholders to understand the hierarchy and specific responsibilities within the department.

3. **Faculty vs Librarians:** It has been found that in some institutions, library professionals are looking after the LIS department. This practice should be reconsidered. The role of a librarian itself involves a specific number of duties that require dedication, commitment and involvement on the other hand teaching necessitates significant effort, engagement, and specialized skills to provide quality education to the students pursuing LIS courses. Thus, having a "Librarian cum Professor" role might compromise the effectiveness of both teaching and library management. It is recommended to separate these roles to ensure that each of the functions is performed comprehensively and effectively.
4. **Employment Status:** On the LIS department website faculty positions should clearly indicate whether they are permanent or temporary or contractual or ad-hoc. This transparency is important for both current and prospective staff, as well as students, who may have some expectations about the stability and continuity of the faculty teaching experience.
5. **Student-faculty Ratio:** Historically, Library Science programs may have been managed by a small number of library professionals, which may be sufficient due to the limited number of students as well as teaching/syllabus requirements. From then to now, the landscape of Library and Information Science has evolved, with broader syllabi with IT facets. As information and communication technology has largely affected the operations and functions performed in libraries and information centers, the professionals working in libraries have more diverse roles to provide better services to their users. These demand trained and skilled library professionals. Library schools are expected to train students, to continuously enhance their professional competencies to prove important in the current highly competitive job market; most LIS departments in Indian universities have an inadequate number of teachers. One or two faculty members are running the departments It is therefore essential to maintain a proper student-faculty ratio, This will ensure that adequate

attention to the students from the faculty and encourage specializations in different areas taught in LIS courses, thereby enhancing the quality of education and preventing teacher burnout.

6. **Program objectives and course outcome:** Many universities currently lack comprehensive information on course outcomes and job-related specifications, which are critical for students planning their careers. Universities should provide detailed descriptions of course content, learning outcomes, and potential career paths associated with each program. This transparency helps students align their educational choices with their career goals and expectations.
7. **Standardization of Faculty Designations:** There is considerable variation in the titles used for faculty positions, such as coordinator, semi-professional, assistant, guest faculty, subject expert, teaching assistant, and in-charge. This variety can lead to confusion about the roles, responsibilities, and hierarchies within the department. It is recommended to standardize the designations and clarify the job responsibilities associated with each title. This approach will help avoid misunderstandings and ensure that all stakeholders have a clear understanding of the roles and functions within the academic and administrative structure.
8. **Variation in the nomenclature of the Degree:** The nomenclature of courses and degrees in Indian higher education institutions is defined in the UGC's "Specification of Degrees" guidelines. This document provides a standardized list of recognized degree titles across various disciplines, ensuring uniformity and clarity in the naming of degrees offered by universities and colleges. During the study a variation in the nomenclature of the degree can be observed like BLISC, B.L.I.S M.L.I.S, Diploma in oriental Librarianship M.L.I.Sc etc. The UGC guidelines ensure that degrees have standardized titles, making it easier to understand and recognize the qualifications across different universities. The

specified nomenclature of various LIS programmes are given below in table format:

This variation in degrees and their nomenclature which was noticed from university websites during the study concludes that degrees awarded by institutions are not consistent and align with national educational standards. These differences in nomenclature lead to confusion,

- when assessing the equivalence of qualifications. This is particularly important for employment, further education, or professional licensing, where specific qualifications may be required.
  - for international students and professionals, varied degree names can complicate the process of qualification recognition and visa applications. It may be necessary to obtain equivalency certifications or undergo additional assessments.
  - different degree titles can influence career trajectories and academic progression. As like in some organizations job requirement is only B.Lib.I.Sc but what if a student has an integrated M.Lib.I.Sc this variation may leads to confusion at the end of recruiter also to student when applying for the same as the field in any recruitment form doesn't specify for integrated program. Also Employers may have specific preferences based on the degree title which might hamper job positioning system.
  - job-related advertisements should be clear nomenclature should be revised in terms of degree and pay scale to maintain uniformity and job position
9. **Fully-fledged teaching staff in LIS Schools:** The quality of education and training provided by LIS schools is crucial for preparing competent professionals. It is often argued that these schools should be staffed by fully-fledged faculty members with adequate teaching experience. This argument can be supported by various regulations and guidelines, as well as by best practices in higher education.

Table 6 — Nomenclature of the LIS program

Abbreviated	Expanded	Level	Minimum Duration (Years)	Entry Qualification
B. Lib. Sc.	Bachelor of Library Sciences	BACHELOR'S	1	BACHELOR'S
B. Lib. I. Sc	Bachelor of Library & Information Sciences	BACHELOR'S	1	BACHELOR'S
M. Lib. Sc.	Master of Library Sciences	MASTER'S	1	B. Lib. Sc.
M. Lib. I. Sc	Master of Library & Information Sciences	MASTER'S	1	B. Lib. I. Sc
M. L. I. Sc.	Be restructured as M. Lib. I. Sc			

- The University Grants Commission (UGC) in India provides regulations for the minimum qualifications required for the appointment and career advancement of faculty in universities and colleges. Apart from academic degrees a minimum of eight years (Associate professor) of experience in teaching and/or research in an academic/research position equivalent to that of an Assistant Professor in a University, College or Accredited Research Institution/industry excluding the period of Ph.D. Contribution to educational innovation, design of new curricula and courses, and technology-mediated teaching learning process with evidence of having guided doctoral candidates and research students.
- A minimum of ten years of teaching experience in case of professor in university/college, and/or experience in research at the University/National level institutions/industries, including experience of guiding candidates for research at the doctoral level.
- National and international accreditation bodies often set standards for faculty qualifications and experience as part of their evaluation criteria. For instance, the National Assessment and Accreditation Council (NAAC) in India evaluates institutions based on various criteria, including faculty qualifications, teaching experience, and engagement in research.
- Similarly, international bodies like the American Library Association (ALA) for LIS programs in the United States, emphasize the importance of experienced and qualified faculty in providing high-quality education.
- Professional associations like the Association of College and Research Libraries (ACRL) and the Special Libraries Association (SLA) highlight the importance of experienced faculty in ensuring that LIS programs stay current with professional standards and practices.
- It is a widely recognized best practice in higher education that experienced faculty contributes significantly to the academic and professional development of students. Faculty members with teaching experience bring valuable pedagogical skills, mentorship, and the ability to translate complex concepts into accessible learning experiences.
- These references collectively support the argument that LIS schools should be staffed by

experienced faculty members. Such faculty is better equipped to provide high-quality education, align teaching with current industry practices, and mentor students effectively, thereby enhancing the overall quality and credibility of the LIS programs they offer. Librarians or library working staff can be considered as visiting faculty to impart their practical knowledge.

- Consider increasing the recruitment of assistant professors in central university to foster growth in teaching and research capabilities, ensuring that the workload is manageable for the current faculty.
- For State Universities: While maintaining a strong support staff, they may also benefit from enhancing the presence of senior faculty members to improve academic leadership and research output in LIS programs.

#### **10. Variance in LIS Department Placement:**

During the study, it was noted that the placement of Library and Information Science (LIS) departments varies widely across universities. In some universities, the LIS department is part of the Faculty of Science, while in others it falls under the Faculty of Arts, Social Sciences, or is listed as a distinct professional course. This variation in faculty assignment creates inconsistency in how Library Science is categorized academically, leading to potential confusion regarding its disciplinary alignment. A more standardized approach to categorizing LIS departments could provide clarity and foster a unified understanding of its academic identity across institutions.

#### **Conclusion**

Library and Information Science (LIS) education in India, especially within state universities, requires significant improvement. Currently, the number of state universities offering LIS programs is disproportionately low compared to the total number of universities, reflecting a lack of interest in the field. Many states do not provide adequate LIS courses, resulting in limited access to quality education in this profession. Even in universities that offer LIS programs, faculty shortages are common, particularly in states with higher numbers of universities. To improve the quality of education and training in LIS, an increase in permanent, qualified faculty is essential.

LIS students in India face competition from other information professionals, underscoring the need for a curriculum that equips them to be competent in today's information-driven world. However, many universities do not provide clear and updated information on their websites regarding course content, faculty, and curriculum, which makes it challenging for prospective students to make informed decisions.

The current state of LIS education in India highlights the urgent need for quality improvements. This is not only vital for the survival of the discipline but also to ensure that it can adapt to the major changes and challenges of the future. As a nation, having a wealth of information is a competitive advantage, but effective handling and management of this information are equally critical. Expanding and enhancing LIS programs across more state universities will help develop skilled professionals capable of advancing the field and contributing meaningfully to the country's information economy.

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