



## **CHALLENGES AND PROSPECTS FOR LIBRARY AND INFORMATION**

### **EDUCATION: A CRITICAL STUDY**

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**Abstract:** The goal of this research is to identify factors that contribute to Library Science and research challenges and problems. This study focuses on one of these interactions to see what are the necessary conditions and the strategies to be effective. An outline of the many difficulties and issues that are faced by school library and information science (LIS) in India are addressed in this document. Before explaining the context for these issues, the paper briefly presents the general state of higher education in India and then continues to describe the beginnings of LIS education. It touches on important matters, such as the use of curricula, accreditation, programme delivery via online education, and research in LIS. The study goes on to talk about some of the issues that LIS educators in India have to deal with. The advice to execute the national knowledge commission's recommendations continues with suggestions on how some of these issues might be solved, including how to deal with the Recommendations of National Knowledge Commission.

**Keywords:** LIS, Education, National Knowledge Commission, Third World Countries.

### **Introduction**

Over a century ago, education in India in the field of library and information science began. In 1911, W. A. Borden, an American student of Melvil Dewey, created a library school in Baroda (Maharashtra) as a direct result of the philanthropy of Shivaji Rao Gaikwad II, the king of the state of Baroda. A library school was established at Punjab University, Lahore (now in Pakistan) in 1915 with the intention of offering a certificate course in LIS. This is the successor to Columbia University's library school, "The training school at Punjab University was considered to be the second known library school in the world". Dr. S. R. Ranganathan is undoubtedly the father of Library Science in India (see <http://www.britannica.com/EBchecked/topic/491106/Shiyali-Ramamrita-Ranganathan>). In addition to the early work LIS education had at Madras Library Association, Ranganathan



established a strong educational foundation by beginning a diploma course at the Madras Library Association in 1929. This was subsequently acquired by Madras University in 1931. LIS education began with certificate and diploma courses, but has steadily evolved to master's and PhD levels. In the late 1940s, before to Indian independence, there were five universities in India undertaking Library Science (LS) academic programmes. As part of the University of Delhi's efforts to put an independent department of LIS on equal footing with other disciplines, it is also responsible for creating the department. With the advent of post-independence era, LIS departments have been formed at various universities in every region of the country to satisfy the increasing demand for LIS specialists.

Students must be prepared for interdisciplinary and collaborative study as an outcome of immersion in an extensive research experience in higher education institutions. The university needs a research student with extensive experience in the research process, not only for analysis but also for everyday life. (Ahmadian, 2018). Solving the difficulties at the root of the discipline would be a complete waste of time and money if nothing new was learned. Because most of the research in the field of knowledge and science are provided to ineffective and unadapted to the requirements and problems of society, one of the concerns that must be addressed is how this situation is going to be remedied. Dhani (2008) argues that many studies were developed in the past in many fields of the discipline to solve problems in different fields, and that these studies have been used to answer many questions in libraries and information science. However, thesis studies, which are prevalent in the field of library science and information science, substitute the word "problem solving" when talking about methods and practises. In this situation, the writer blames the increase in the number of degree courses, as well as the shortage of skilled teachers, for the problem. Another challenge with regards to knowledge and information science is the inherent lack of information and facts used in the research. Although the search results are not usually applied to the creation of products and services (in the labour market and organisations) in society, this particular example could apply. (Fattahi, Baglou, Axchik, 2014). This is particularly important when you consider the value of research, the amount of time and money spent on it, and the effect it has on the growth of the discipline.



## **Literature Review**

Studies focused on different aspects of knowledge and information science were conducted both locally and internationally. The extensive and complex study contained in the studies on the literature and previously demonstrates the existence of several study lines.

Rong (2017) examines the theoretical underpinnings of librarianship in China, looking specifically at the works that scholars have written during the 20<sup>th</sup> Century, and concludes that those studies invariably lead to interdisciplinary expansion, whereas the concept of a library with multiple subject areas uniting and Asian traits being embraced is becoming a reality. They have a larger role to play in the localization process than ever before.

Heidari (ed. 2016) classify and describe the main topics of research in information science and knowledge in the same year. The traditional and theoretical materials have proved to be less relevant technological and communication problems. Zarei (2009) and Rouhani (2009), both focused on the same subject. The state of research professors at the Islamic Azad University in District 5 has been investigated and the challenges faced in generating scientific data have been established, which is divided into three categories:

- A. Research Aspects;
- B. Educational Issues;
- C. library facilities and equipment.

On the other hand, the state of scientific knowledge among teachers in Mashhad, seeking a level of education, teaching high school students, and the use of There is also a link between the number of years that have been the 'teaching, their command of English, and their scientific production.

LIS teachers in the Australian higher education institutions are considering the efficiency of research and development of research opportunities for teachers in 2012, Boolean, and Kenan and Willard (2012). Chuan and Kin (2011) discuss the scientific methods of information science and library, which is a different part of the study. They propose five steps to resolve the methodological problems of the study in their results: "1- Improving the research methodologies in library and information science. 2- Setting the concept of research methods in library science and Information science 3. The Importance of teaching research methods in library and information science 4".



Osareh, Faraj Fahloo and Siamaki did a similar study in 2014 analyzing Persian published research papers as research methods and data collection tools in the fields of information and knowledge of the sciences. The review of written documents reveals an uneven distribution in the fields of experience and scientific information of the methods of analysis tools and data collection. In previous studies, it was shown that one or more items of study are sporadic and inconsistent. The aim is to research to address these questions by studying the views of information and knowledge of science teachers: "1: What are the obstacles in conducting research in the field of knowledge and information science? 2: What are the strategies for overcoming the obstacles in the field of knowledge and information science?"

### **Research Objectives**

"In general, the major goal of this study is to determine the existing problems and their causes in the field of knowledge and information science. The primary research objectives are as follows: -

1. Determining the limitations of conducting research in the field of knowledge and information science based on the experts opinions
2. Finding strategies for dealing with problems in the field of knowledge and information science together with giving solutions and models.
3. To find out the perceptions of information professionals of LIS curriculum.
4. To examine the strategies of information professionals used to adapt to their changing needs."

### **Challenges and Prospects of LIS Education**

Keep LIS education applicable to new types of employment in work performance standards and new economy in this workplace a number of challenges. As education programmes develop, there is a continual need for modifications to keep up with these programmes, especially when it comes to labour markets and new roles and duties in libraries and information centres. In the state of flux that the landscape of knowledge always finds itself in, LIS education systems will continue in their current form indefinitely. Therefore, there must be continual adjustments and adaptations to the current advancements, innovations, and desired service levels. There has never been a time in history when the library science educators and information were able to deliver complete, varied, and education and training programmes that satisfy the varying staffing needs for knowledge management in diverse sectors of the economy as they do today. In addition, the courses can be customized to suit any skill requirement and unique skills. Library professionals face insecurity, but the insecurity in the environment knowledge is constantly evolving.



## Conclusion

Given the importance of research, knowledge and information science area should shift the focus to experimental pathology. One of the most serious problems of the research is the lack of skilled human capital, as well as financial constraints and other. If search factors are properly and fully evaluated, more opportunities to conduct proper research will open, and the search results will be used in a more effective and efficient as a result. In addition, in order to recognize the negative aspects of this sector. The subcategory that means is included in the category of research contexts. Failure to comply with these requirements creates the basic conditions and background for the research theme.

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