

# The Present Scenario of Enrolling in LIS Education System in India during 2010-2017

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**Abstract** - This paper makes an attempt to present a comprehensive review of enrolling within the library and information science (LIS) discipline in India during 2010–2017. The article provides latest information relating to enrolment in universities, institutions and colleges. The objective of this study is to identify the growth and development of LIS education and training in India. The analysis is predicted on the report of ‘All India Survey on Higher Education’. In this study the situation of the future in LIS is analyzed.

**Keywords:** LIS Education, Librarianship, India

## I. INTRODUCTION

In India Library and Information Science education has played an important role within the growth and development by its continuous efforts. “The seed of Indian LIS education was planted during the British rule and since then it is developing and expanding in the whole country (Yadav & Gohain, 2015, p.405)”. S.R. Ranganathan (1892–1972), the father of library movement in India introduced the formal LIS education within the country.

In India LIS education has passed through several changes from time to time. “In India after independence University Grants Commission (UGC) is playing a pivotal role in bringing qualitative factor in LIS education (Ganaie, 2015, p.3)”. “With the adoption of modern technology and more importantly in this 21st century, the traditional method of service provision is astronomically becoming obsolete. In this regard, it is not only becoming a challenge but a threat to any institution or establishment whose activities or services are completely carried out manually. Specifically, the curricular of library schools (Departments of Library and Information Science) have a lot of challenges. This could therefore have negative implications on the products of such schools in terms of services, employment and relevance (Ahmed, 2012, p.4)”. “The contemporary scenario predominated by information and knowledge perspectives as observed by Karisiddappa (2004) suggest the pressing need to educate and train the library and information manpower towards a sustainable professional competence (Ahmed, 2012)”.

The amount of the enrolment will provide a sway on the profession thus it's terribly important to note quality than quantity. It ought to be ensured that they will face fashionable transformations through adequate teaching

learning components. The paper offers helpful information to supply professionals, researchers, pupils on the expansion and development of LIS education in India.

## II. LITERATURE REVIEW

Ganaie, S. (2015) detected that “Intake capacity varies among the schools a great deal in both truncated and integrated levels. There are no norms fixed on the basis of which intake capacity for a department is determined. Number of students admitted for different courses in Library and Information Science need to be decided keeping in view the infrastructure and faculty strengths of the department (p.3)”. He also conjointly mentioned that “There is no uniformity in the procedures adopted by surveyed LIS departments for selecting students (Ganaie, 2015)”.

Yadavand Gohain (2015) stated that “Presently there are 141 (100%) university departments offering LIS courses. While analyzing the above facet it could be revealed that, the growth is highest after 2000 i.e. 59 (41.84%), followed by the period 1981- 1990 which constitute 22 (15.60%) and 18 (12.77%) both for 1961-1970, 1991-2000 respectively (p.405)”. They surveyed that “BLISc course is being offered by 158 institutions and MLISc course is being offered by 160 universities and 48 universities offer M.Phil. Programme in LIS. As on date 96 departments have Ph.D. research facilities in library and information science discipline. Among these 59 universities, colleges and other autonomous institutions offers courses on LIS on distance mode and 175 on regular mode (Yadav, & Gohain, 2015, p.405)”.

Yadavand Gohain (2015) also mentioned that “Many universities and institutions have changed the nomenclature of LIS program, revised the curriculum, shifted from certificate course to master degree program to research study, and international collaboration. It is observed that many LIS schools have changed their curricula from minor tinkering to full revision, from traditional course to digital course. LIS schools opened-up for more interdisciplinary, more practical/practice oriented rather than theoretical classes, and also come forward for international collaboration. But, some of the LIS schools still suffer for their existence due to traditional course curricula, lack of infrastructure, lack of computer lab, and lack of teaching faculty and staff (p.405)”.

**III. OBJECTIVE OF THE STUDY**

The aim of the paper is to identify the expansion and development in enrolling of various courses (BLISc, MLISc, M. phil and PhD) in LIS throughout 2010-2017.

**IV. LIMITATION OF THE STUDY**

1. The capacity Student’s intake is not similar in LIS courses of all the institutions.
2. The study depends on solely four courses associated to lib Sc (BLISc, MLISc, M. phil, PhD), and those students who are listed in regular courses.
3. In these four courses No. of reservation seats are not mentioned in M. phil & PhD courses.
4. During this paper the continued courses are not thought-about.
5. Information are not completed, as a result of some universities are not enclosed within the survey, therefore the paper does not show those explicit information. However most universities responded.

**V. METHODOLOGY**

This paper is based on the yearly primary survey reports (2010-17) specifically ‘All India Survey on Higher Education’ conducted by Ministry of Human Resource Development (MHRD). The annual reports are taken from MHRD website <http://mhrd.gov.in>. The information are collected in line with the world of interest and analyzed it. The National library’s online database, J store database, and other database such as Scopus, Shodhganga etc., are used for obtaining plan and to form a vivid construct. Basically, it may be afore said that a desk research has been done to conduct the current study.

**VI. DATA ANALYSIS AND INTERPRETATION**

These following tables are shown the whole range of enrolled students from 2010-2017. The tables are distributed according to Year.

TABLE I NO. OF ENROLLED STUDENTS WITHIN THE YEAR 2010-2011

Year 2010-11	UR Total	M	F	SC total	M	F	ST total	M	F	Other Backward class total	M	F
MLISc	11,607	5,655	5,952	1137	625	512	295	164	131	2289	1137	1152
BLISc	38,320	20,912	17,408	2930	1704	1226	628	368	260	6220	3395	2825
	<b>Total</b>	<b>M</b>	<b>F</b>									
M. Phil	203	78	125	-	-	-	-	-	-	-	-	-
PhD	492	295	197	-	-	-	-	-	-	-	-	-

TABLE II NO. OF ENROLLED STUDENTS WITHIN THE YEAR 2011-2012

Year 2011-12	UR Total	M	F	SC total	M	F	ST total	M	F	Other Backward class total	M	F
MLISc	9859	4876	4983	1059	603	456	300	151	149	2962	1653	1309
BLISc	24548	12176	12372	2114	1170	944	563	314	249	5473	2881	2692
	<b>Total</b>	<b>M</b>	<b>F</b>									
M. Phil	306	155	151	-	-	-	-	-	-	-	-	-
PhD	433	276	157	-	-	-	-	-	-	-	-	-

TABLE III NO. OF ENROLLED STUDENTS WITHIN THE YEAR 2012-2013

Year 2012-13	UR Total	M	F	SC total	M	F	ST total	M	F	Other Backward class total	M	F
MLISc	10984	5345	5639	1197	693	504	356	200	156	2363	1091	1272
BLISc	29969	15453	14516	2266	1307	959	886	483	403	5684	3068	2616
	<b>Total</b>	<b>M</b>	<b>F</b>									
M. Phil	250	131	119	-	-	-	-	-	-	-	-	-
PhD	490	268	222	-	-	-	-	-	-	-	-	-

TABLE IV NO. OF ENROLLED STUDENTS WITHIN THE YEAR 2013-2014

Year 2013-14	UR Total	M	F	SC total	M	F	ST total	M	F	Other Backward class total	M	F
MLISc	10501	4991	5510	1347	762	585	361	190	171	2818	1337	1481
BLISc	34323	17978	16345	3167	1796	1371	854	491	363	7054	3610	3444
	<b>Total</b>	<b>M</b>	<b>F</b>									
M. Phil	271	151	120									
PhD	428	246	182									

TABLE V NO. OF ENROLLED STUDENTS WITHIN THE YEAR 2014-2015

Year 2014-15	UR Total	M	F	SC total	M	F	ST total	M	F	Other Backward class total	M	F
MLISc	9497	4453	5044	1354	738	616	431	208	223	2490	1216	1274
BLISc	27783	13830	13953	2691	1450	1241	872	469	403	6501	3056	3445
	<b>Total</b>	<b>M</b>	<b>F</b>									
M. Phil	211	124	87									
PhD	338	220	118									

TABLE VI NO. OF ENROLLED STUDENTS WITHIN THE YEAR 2015-2016

Year 2015-16	UR Total	M	F	SC total	M	F	ST total	M	F	Other Backward class total	M	F
MLISc	8579	3959	4620	1373	726	647	474	241	233	2514	1244	1270
BLISc	23422	10960	12462	2960	1637	1323	902	442	460	7237	3619	3618
	<b>Total</b>	<b>M</b>	<b>F</b>									
M. Phil	237	127	110									
PhD	503	303	200									

TABLE VII NO. OF ENROLLED STUDENTS WITHIN THE YEAR 2016-2017

Year 2016-17	UR Total	M	F	SC total	M	F	ST total	M	F	Other Backward class total	M	F
MLISc	9442	4259	5183	1826	1030	796	628	347	281	3096	1466	1630
BLISc	29474	13667	15807	3563	1941	1622	1144	601	543	10654	4903	5751
	<b>Total</b>	<b>M</b>	<b>F</b>									
M. Phil	170	88	82									
PhD	694	433	261									

The on top of the tables are detailed regarding the enrolment of LIS Education. In those tables, the no. of students is distributed in line with course primarily. The courses are also divided according to gender and reservation category.

In case of PhD and M. Phil courses, the class distributions are not mentioned, however gender differentiation is shown. Supported on the above information which are shown in the Table I-VII, further discussions are done.

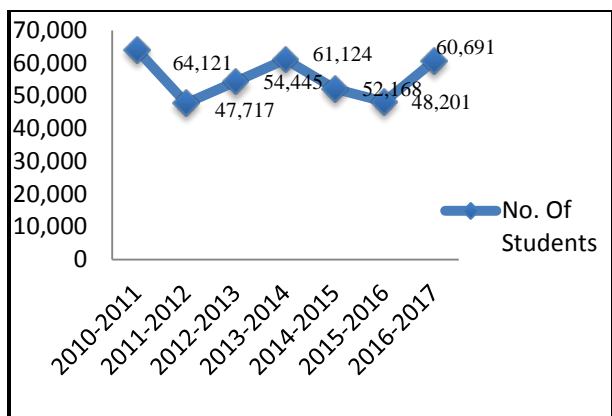


Fig. 1 Year wise Assessment of Total No of Enrolled Students (BLISc+MLISc+M.phil+Phd)

The above fig.1 displays that the no. of students unendingly changes over the year. It is notable that in 2011-12 and

2015-16 enrolled the enrolled students are at below 50,000. The lowest number (47,717) of enrolled students are in 2011-12 and the highest range in 2010-11(64,121).

The below figure II is based on Table I - Table VII. The graphical illustration displays the distribution of range of enrolled students in line with reservation class. From 2010-2017 total no. of UR, Sc ST and OBC are 278,308, 28,714, 8,694 and 67,355. Distribution in every category of every year is sort of same. No. of students in ST category are all-time low in every year but in respect of each year in 2010-11 (923) and 2011-12 (863) enrolled the lowest number of students. However, it is conjointly notable that each class enrolling for LIS education at a same level. In 2015-2016, No. of UR (32,001) category among all the year is that the lowest. In 2010-2011, UR (49,927) and 2016-2017 OBC (13,750) are the very best range of students enrolled.

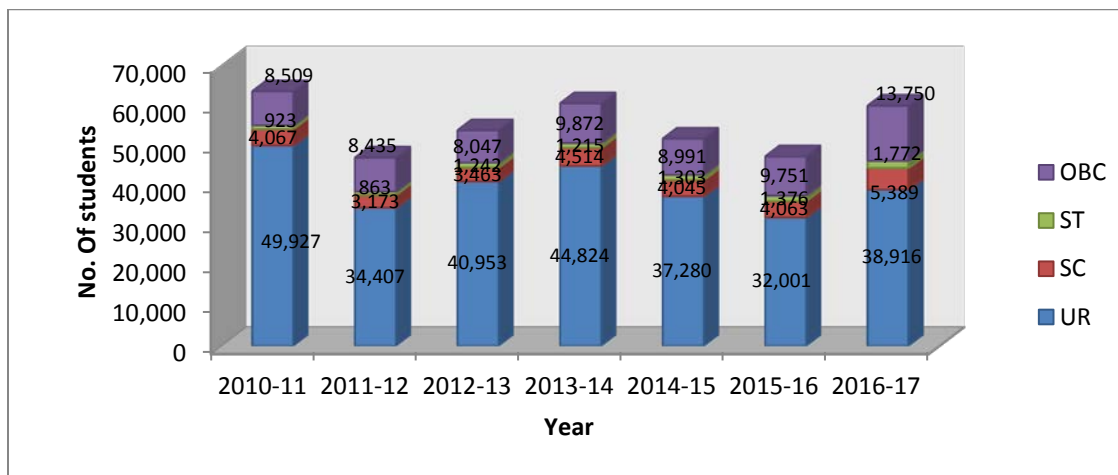


Fig. 2 According To Reservation Category Assessment of Total No. of Enrolled Students (Blisc+Mlisc)

TABLE VIII NO. OF ENROLLED BLISC STUDENTS [GENDER WISE]

TABLE IX NO. OF ENROLLED MLISC STUDENTS [GENDER WISE]

Year wise enrolment BLISc	Students	Male	Female	Year wise enrolment MLISc	Students	Male	Female
2010-11	48,098	26,379	21,719	2010-11	15,328	7,581	7,747
2011-12	32,798	16,541	16,257	2011-12	14,180	7,283	6,897
2012-13	38,805	20,311	18,494	2012-13	14,900	7,329	7,571
2013-14	45,398	23,875	21,523	2013-14	15,027	7,280	7,747
2014-15	37,847	18,805	19,042	2014-15	13,772	6,615	7,157
2015-16	34,521	16,658	17,863	2015-16	12,940	6,170	6,770
2016-17	44,835	21,112	23,723	2016-17	14,992	7,102	7,890
Total	2,82,302	1,43,681	1,38,621	Total	1,01,139	49,360	51,779

The on top of the tables supported table I-VII. Within the tables show that the quantity of distributions of students BliSc and MLISc courses in line with gender throughout 2010-2017 at a look that whole no. of BLISc students are 2, 82,302 and MLISc are 101,139. In 2010-11 (Table I & VIII).

No. of enrolled BLISc students are high (48,098) and just in case of MLISc (Table I & IX) 2010-11 are also high (15,328). Enrolment of BLISc is more than MLISc obvious. It's notable that in 2011-12 (table II & VI) no. of BLISc measure all-time low. It is clear that No. of enrolling for BLISc and MLISc is almost same over the years. It is not decreasing.

TABLE X NO. OF ENROLLED BLISc STUDENTS [RESERVATION WISE] TABLE XI NO. OF ENROLLED MLISc STUDENTS [RESERVATION WISE]

Year wise enrolment BLISc	UR	SC	ST	OBC	Year wise enrolment MLISc	UR	SC	ST	OBC
2010-11	38320	2,930	628	6,220	2010-11	11607	1,137	295	2,289
2011-12	24548	2,114	563	5,473	2011-12	9859	1,059	300	2,962
2012-13	29969	2,266	886	5,684	2012-13	10984	1,197	356	2,363
2013-14	34323	3,167	854	7,054	2013-14	10501	1,347	361	2,818
2014-15	27783	2,691	872	6,501	2014-15	9497	1,354	431	2,490
2015-16	23422	2,690	902	7,237	2015-16	8579	1,373	474	2,514
2016-17	29474	3,563	1,144	10,654	2016-17	9442	1,826	628	3,096
Total	207839	19,421	5,849	48,823	Total	70469	9,293	2,845	18,532

The above tables supported on table I-VII. Within the tables' show that the quantity of distributions of students of BLISc and MLISc courses in line with reservation throughout 2010-2017. The whole no. of BLISc students are 282,302 and MLISc are 101,139. It shows that Enrolment of BLISc is higher than MLISc obvious. In 2010-11 (Table I & X) no. of enrolled BLISc students are high and in case of MLISc (Table I & XI) 2010-11 are also high. It is notable that in 2015-16 (Table VI & X) no. of BLISc students are the lowest. It is clear that No. of enrolling for BLISc and MLISc is almost same over the years. It is not decreasing.

no. of PhD students 338 (Table V) are the lowest. It is clear that No. of enrolling for PhD is continuously increasing. But no of M. Phil students are decreased from 2010-11 (Table I) to 2016-17 (Table VII) and also in 2016-17 (Table VII) no. of enrolled students are the lowest among all the years.

In Fig 3 shows that the no. of students is almost equal gender wise. In Fig 4 Shows that Enrolment of male students are higher than female students.

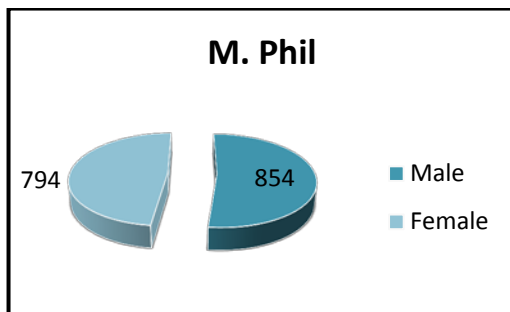


Fig. 3 Genderwise distribution of M. Phil students

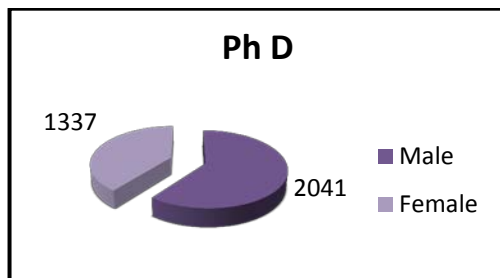


Fig. 4 Genderwise distribution of PhD students

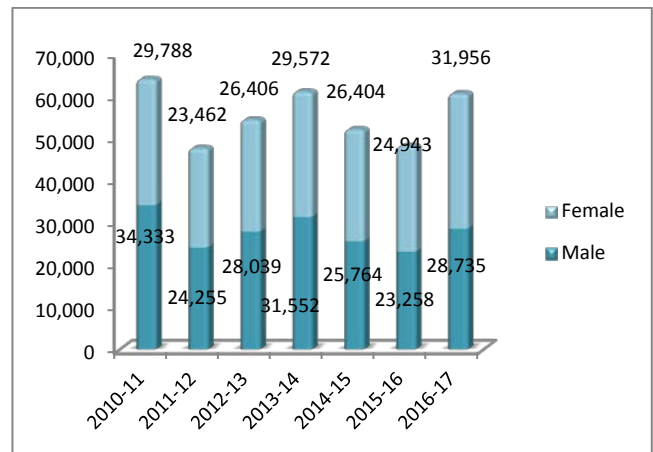


Fig. 5 No. of Students (Blisc+Mlisc+M. Phil+PhD) According To Gender

This figure 5 shows the overall idea of above five tables according to gender. From 2010-2017 total no of students (BLISc + MLISc + M. Phil +PhD) are 3,88,467. Among all the students, No. of male students are 1,95,936 and feminine measure 1,92,531. The distribution of students is according to gender measure nearly equal. There is no Brobdingnagian gap between the parameters in each year.

**VII. FINDINGS OF THE STUDY**

The above figures (3 & 4) show that the number of distribution of students PhD and M. Phil courses according to gender during 2010-2017. The total no. of M. Phil student's are 1648 and PhD are 3378. In 2011-12 (Table I) No. of enrolled M. Phil students are high and in case of PhD (Table No. VII) 2016-1017 are high. Enrolment of PhD is higher than M. Phil. In 2010-11 (Table I) PhD students are 492 and 2010-2017 (Table VII) are 694. Notable in 2014-15

From 2010 to 2017 there's no notable amendment within the range of enrolled students. In 2015-16 Enrolment was low in respect of alternative years. The quantity of male and feminine students is sort of equal. No. of enrolments for M. Phil, PhD are in a very well stage. Equally, in line with reservation all classes are enrolled well.

### VIII. CONCLUSION

This paper analyzed that growth and development of LIS education however it's conjointly vital that "Moreover, studies need to be carried out to interact with stakeholders to identify and determine the employment market so that what is produced is consumed.

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