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**NORMAL PROBLEMS OF LIBRARY AND
INFORMATION SCIENCE EDUCATION IN
ASIAN ADVANCING COUNTRIES: A
REVIEW ARTICLE**

Normal Problems of Library and Information Science Education in Asian Advancing Countries: A Review Article

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Abstract – Instruction of Library and Information Science (LIS) has some situations that are brought about by the modifying nature of the order and the social, budgetary and social settings in which LIS offices capacity. The point of this article is to identify and discourse on a portion of the normal situations of LIS instruction in advancing nations of Asia and prescribe results. We indicate that as Asian advancing nations impart a portion of the social, budgetary and social components, they have comparable situations in LIS training. Consequently, the same results could be suggested for example setting up restrained number of autonomous LIS schools, building or enabling accreditation firms, adaptability in instructive frameworks, progressively accentuation on examination, advancing in-utility preparing, moving the offices in new employees, furnishing the offices with new offices, utilizing new and able staff, empowering joint effort near working parts and offices, enhancing courses and degrees, upgrading syllabi in a continuous way, exploiting IT, and making and distributing LIS writing in local dialect.

INTRODUCTION

Librarians used to study their abilities basically through work and experience. This was soon after the infrastructure of formal scholarly instruction in the field of Library and Qualified data Science (LIS), which was begun in 1887 when Dewey built the first library course at Columbia University (Mortezaie & Naghshineh, 2002). Since then, scholastic instruction has been a primary source of development and improvement in LIS. The greater part of Asian nations have about a large part of a century of encounter in LIS scholastic instruction.

Nonetheless, their instruction has not been as efficacious and productive as that of advanced nations. Our point in this article is to weigh in on a portion of the normal situations of Library and Qualified data Science instruction in Asian advancing nations. We first present a short academic review of LIS instruction in a portion of the improving nations in Asia then afterward examine regular situations and suggest results.

Library and Information Science (LIS) education in India could be finishing 100 years in 2011. The time it now, time for reflection and a necessity to know the present status of LIS and zones that need change. History furnishes a picture of the development and improvement, which gives a view to this study. This article presents an knowledge of the aforementioned

chronicled advancements in LIS training in India since its beginning.

The starting of the 20th century stamped the starting of LIS instruction in India. There is an endless writing crediting Sayyaji Rao Gaekwad, the then Maharaja of the past august State of Baroda, for starting the LIS instruction development in the nation.

American custodians, William Alanson Borden and Asa Wear Dickinson were the first LIS instructors in India. John MacFarlane, an Englishman, who happened to be the primary custodian of the Imperial Library (now National Library, Kolkata) additionally imparts the credit for preparing custodians in our nation. Actually, MacFarlane's preparing programme is the first instance of LIS instruction in India reported in written works. It happened between 1901 and 1906 in the Imperial Library when preparing programmes were organised for its staff. Later it was expanded to custodians working in Calcutta and in different states. It is accepted that there was a being of some preparing in library schedules for the staff of college libraries before that likewise.

OVERVIEW

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development and infrastructure, which gives a view to this study. This article presents an understanding of the aforementioned chronicled infrastructures in LIS instruction in India since its commencement.

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It is accepted that there was a being of some preparing in library schedules for the staff of school libraries preceding that additionally. In Indonesia, On October 15, 1952 the Ministry of Education and Culture secured a course called Training Course for Library Staff. The course was open to library staff who beforehand had no formal preparing in librarianship actually before 1945 no Indonesian had any formal preparing in librarianship) with a Senior High School Certificate. The course name adapted to Training Course for Library Officials in 1956 and in 1959 altered to Library School. The preparation period was amplified, from in the past one and a half year to two a long time, later onto over two years and accordingly to three years. Throughout that time the school gave just a testament to those finishing the course of study, which was a source of sentiment for the reason that the endorsement did nothing to development the beneficiaries in the ranks of the common utility. In August 1961, the school was appended to the recently established Teachers' School University of Indonesia, consequently reputed to be Department of Library Science, Teachers' School University of Indonesia. The curriculum was amplified to a three-year course. In September 1963, the branch was appended to the Faculty of Letters at the University of Indonesia (Sulistyo-Basuki, 1999).

In Iran, the first endeavor to give LIS formal training was made in 1966 at the College of Tehran. American library consultants were welcomed to make the system at the Master's level. The system was completely showed in English. Comparative systems were began at Shiraz University, Iran Medical School, Ahwaz University and Alzahra College. Taking after the Islamic insurgency, Americans left Iran. Throughout the three decades after the upheaval, LIS formal training has encountered numerous phenomena. The

official dialect of the course updated from English to Persian (Farsi). The system was upgraded twice and as of now it is being changed for the third time. New schools have been built. Numerous schools execute LIS modify at undergraduate level. The amount of schools instructing Master people has expanded and Ph.D. arrangements have been begun in a few colleges. Low maintenance project has likewise been built by the Payame Noor School. In-work or unending preparing projects are executed by the Iranian Library and Qualified information Science Association (ILISA) and some different foundations like Iranian Research Initiate for Scientific Information and Documentation (IRANDOC) and the National Library and Archives of the Islamic Republic of Iran (Hayati & Fattahi, 2005; Mortezaie & Naghshineh, 2002).

In Kuwait, formal Library and Information Science training started in 1977 when a two-year project was created at the Teachers' Institute at the Public Authority for Connected Education and Training (PAAET). The project was outlined to plan towering school graduates to be Assistant Librarians. In 1986, the project was updated to a fouryear project honoring a Bachelor degree. The new Department of Library and Information Science was housed at the College of Basic Education, which supplanted the Teachers' Foundation. Subsequently of the pressing needs for Library and Information Science experts in Kuwait, the College of Graduate Studies welcomed a crew of American library instructors to plan a report on the station of a Graduate Library and Qualified data Science project. The report, submitted in January 1989, emphatically supported the station of a graduate project. On account of the Iraqi attack, and additionally a change in necessities of distinctive organizations of the University, the arrangement to secure the Master's degree in Library and Information Science (MLIS) was deferred. In 1995, Kuwait College organization chose to resuscitate the arrangement for making the MLIS system.

This was finished according to the edgy need for master administrators and informative content experts to staff the scholastic, open, and particular libraries, and additionally other informative content bureaus in Kuwait. The project was additionally planned to give chances for staff improvement and proceeding training for existing library staff in Kuwait. In understanding with the practice in numerous licensed schools and customizes in propelled nations, and in line with the specialist's proposals for the project, the MLIS project was set in the College of Graduate Studies (Alqudsi-Ghabra & Al-Ansari, 1998).

NORMAL PROBLEMS

A survey of existing literary works on LIS training in Asian nations uncovered a few normal situations. Here, we weigh in on a percentage of the normal situations and attempt to suggest results.

1. Absence of autonomy: By freedom here we mean budgetary autonomy and the consent to improve or adjust curriculums. An autonomous college is better capable to contend and stay aware of the specialized and exploratory improvements. State-run colleges in Iran depend on the yearly plan they get from the legislature. They moreover need to experience a confused bureaucratic technique keeping in mind the end goal to change a curriculum or improve another system. This has made the substance of numerous projects old fashioned. Under such conditions, it is not effortlessly plausible to build new divisions, research centers and research focuses, make and execute new arrangements, modify current arrangements (Tang, 1999), courses furthermore syllabi (Amin, 2003), and enlist learners dependent upon value criteria.

Suggested Solution: In certain nations for example Iran, the higher instruction authorities are familiar with this situation and have taken certain measures to determination it. As of late, extensive schools have progressed the right to advance new curriculums or change the existing ones.

There are moreover specific councils in the Ministry of Science, Research and Technology (MSRT) that are accountable for reconsidering the present curriculums. Be that as it may, this procedure is moderate. LIS branches might as well enhance their connections with the master and business areas with a specific end goal to have elective or correlative sources of subsidizing. They were able to team up with printing, programming and some different commercial enterprises.

2. Absence of Accreditation System: Accreditation is an instrument for value control. Observing actions of a conglomeration is indispensable provided that it is to make strides. Accreditation has numerous profits. A qualified section is less averse to ingest (talented) scholars. It moreover assists inquirers pick the section at which they need to study. The conglomerations that are regularly responsible for accreditation are deductive or pro social orders and cooperations. National LIS acquaintanceships have not yet been built or engaged in Asia, and thusly, accreditation of offices infrequently happens in Asian improving nations (Al-Ansari, Rehman & Yousef, 2001; Amin, 2003; Dutta & Das, 2001; Jakaria Rahman, Khatun & Mezbah-ul-Islam, 2008; Jeevan, 1999; Miwa, 2006; Mortezaie & Naghshineh, 2002; Premssmit, 1999; Rehman, 2008; Sarkhel, 2006; Satija, 1999; Siddiqui, 1996; Singh, 2003). The absence of value control comes about principally in an unevenness and disappointment around graduates and in the work business. Thus, graduates lose some work positions on the grounds that they basically are not met all demands regarding those occupations. From the accreditation perspective, there are numerous foundations for the cooperation's weaknesses running from ethnical movements and issues to compelling

private connections, absence of lawful regulations, absence of consciousness concerning the part of the companionships and the criticalness of their method, and so on.

Suggested Solution: To intention this situation, the essential center ought to be on the infrastructure and empowerment of LIS cooperations. LIS companionships may as well secure benchmarks for LIS branches and libraries and secure the diversions of masters. They may as well step by step arrange the foundation needed for setting up an accreditation framework. To accomplish this objective, social and lawful obstructions ought to be handled.

3. Variety of Departments: without an accreditation framework LIS branches experience a mushroom development (Rehman, 2008). This is one of the qualities of LIS instruction in India and Iran (Mortezaie & Naghshineh, 2002). Bangladesh experiences the same situation (Jakaria Rahman, Khatun & Mezbah-ul-Islam, 2008). Assuming that we look at the inhabitant total living in Canada, USA, and the UK to the citizenry living in a portion of the advancing nations like Iran and India, we would grasp an awkwardness between the development rate of the inhabitant total and the development rate of the LIS branches in advanced and improving nations. Case in point, the aggregate number of the authorize divisions executing LIS modifies in Canada, UK, and the USA is 70 besides the sum number of the unaccredited branches simply in Iran is more than 70. In India, distinctive numbers have been specified in the literary works incorporating 106 (Dutta & Das, 2001), 107 (Amin, 2003; Satija, 1999), 120 (Sarkhel, 2006), 133 (Singh, 2003), and 141 (Jeevan, 1999). The most exceedingly bad come about of this mushroom development in the amount of LIS branches is graduation and unemployment of a great number of understudies, chiefly unable to handle new informative content tests (Haidar & Mahmood, 2007; Miwa, 2006; Singh, 2003).

Suggested Solution: There ought to be value control and following framework set up in request to assurance some fundamental gauges for all LIS schools. Hence, no new LIS school ought to be created without the approbation of an accreditation firm. This would somewhat take care of the unemployment situation and will enhance the societal position and self-regard of the graduates.

4. Firmness in Educational Systems: Flexibility hence implies the plausibility of enlisting on low maintenance premise and after that switching to the full-time mode or vice versa. This fad is perceived around experts. A different importance of the adaptability is having the capacity to switch from a Master or a MPhil to the Ph.D. course. Graduate learners can ordinarily drop in straightforwardly to the

Ph.D. in light of their director proposal. Adaptability moreover methods having the capacity to enroll in a scholarly project without having its former degree. In certain cases, work experience substitutes the formal instruction. Questioning with inquirers and checking their qualifications substitutes the degree. Switching is one of the characteristics of LIS instruction in advanced nations (Mortezaie & Naghshineh, 2002). This conceivability is infrequently gave by LIS sections in Asia. The higher training framework overall is most certainly not adaptable and the same unbendability is directed to the subordinate sections. Division of Library and Information Science at the University of Karachi and the Faculty of Postgraduate Studies at the Hanoi Cultural University were exemptions in this respect. In the aforementioned divisions, five years of encounter in an examination or huge library was an acknowledged standard, near other criteria, for the confirmation in MPhil and MLIS individually (Haidar & Mahmood, 2007; Tran & Gorman, 1999).

Suggested Solution: Educational framework ought to be adaptable. Understudies ought to have the ability to change their study mode from full-chance to low maintenance.

5. Simple Emphasis on Education: In Master, MPhil and Ph.D. courses doing an new examination is the primary necessity for honoring the endorsement (Amin, 2003; Mortezaie & Naghshineh, 2002). In advancing schools research is more vital than educating. Consequently, their courses are regularly more successful than the courses executed in Asia. Contrarily, educating is the necessity and there is small available time for examination in Asia (Al-Ansari, Rehman & Yousef, 2001; Jakaria Rahman, Khatun & Mezbah-ul-Islam, 2008; Satija, 1999). Asian LIS divisions affirm an expansive number of learners and employees parts need to dispense the vast majority of their chance to instructing exercises. Besides, newness to research techniques is an additional major situation (Haidar, 1998; Satija, 1999; Xiao et al., 2008). A conclusion is graduates who are not ready to direct legitimate exploration.

Suggested Solution: To tackle the situation, giving confirmation to new inquirers might as well be regulated and constrained. Besides, there ought to be a chance for working parts to study and test new investigate techniques. Since examination techniques advance always and new ranges of exploration rise, there ought to be proceeded or unending instruction through which new techniques and instruments are acquainted with graduates of the past decades.

CONCLUSION

At last, the LIS calling is achieving the status of a full-fledged order in an every expanding degree. In any case, it has flat distinguishment and has not been respected at standard with other well-known callings. Therefore, not numerous talented scholars pick LIS as their field of study. To take care of the aforementioned

situations setting up restricted number of free LIS schools, making or enabling accreditation firms, adaptability in instructive frameworks, more stress on exploration, improving in-utility preparing, moving the divisions in new workforces, furnishing the divisions with new offices, utilizing new and able staff, empowering team effort around working parts and sections, enhancing courses besides degrees, upgrading syllabi in a continuous way, capitalizing on IT, and making besides circulating LIS expositive expression in local dialects ought to be heartened.

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