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**Enrolment Scenario of Library and Information Science Education in India:  
An Overview**

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**ABSTRACT**

**Purpose:** The study is based on secondary data of all India Survey on Higher Education in India, conducted by the Ministry of Human Resource and Development, Govt., of India and attempts to assess the overall enrolment scenario of Library and Information Education in India. The study evaluates the enrolment data of seven years viz., for the period 2011-12 through 2017-18, retrieved from the official website of the Ministry of Human Resource and Development, Govt., of India.

**Methodology and Scope:** The study is based on the survey data collected by the Ministry of Human Resource and Development, Govt., of India under all India Survey on Higher Education. The data are available in open access format and can be accessed from its official website. The data used for the study is for seven years and lasts for the period 2011-12 to 2017-18. The scope of the study is limited to Library and Information Science Education in India and the findings of the

study cannot be generalized at the global or any other level. However, the findings of this study can give a better idea about the scenario of LIS education across the world, as India is one of largest countries in the world producing the largest number of LIS graduates

**Findings:** The results of the study revealed that of the total enrolments made in higher education in India across different subject disciplines during the period of study, meager 0.36% of students were enrolled in Library and Information Science. The enrolment in Library and Information Science in India during the period of study recorded a negative -5.38% Average Annual Corresponding Growth (AACG), which is quite worrisome, while as, the overall enrolment of the country registered an AACG of 3.31%. The results indicate that LIS education in India is quite popular among female students, as compared 47.70% male students, 52.30% female students were enrolled in LIS courses during the period of study. Given the distribution of students across different LIS programmes, it appears that LIS courses with nomenclature BLISc and MLISc are more popular among the students than the course with conventional nomenclature like B.Lib.Sc and M.Lib.Sc. These and many more aspects related to Library and Information Education in India were evaluated and discussed.

**Key words: - India, Higher Education, LIS Education, Enrolment Scenario, LIS standardization, Enrolment Growth, Gender Based Enrolment**

**INTRODUCTION:** - The Library and Information Science education in India is over a century old now. In the year 1911 W.A Borden and in the year 1915, Don Dickinson visited India to impart training in the field of librarianship (Neelameghan, 1975; Khoo, Majid and Lin, 2009). The early introduction of Library Science Education in India was more about the practice of librarianship and the basic training imparted to working professionals generally included technical nitty-gritty about libraries and the librarianship. The formal introduction of Library and Information Science education in India can be owed to the father of Library Science in India, Dr. S.R Ranganath, who formally introduced the Library and Information Science education in India in the Madras University in the year 1929 (Agrawal, 1996; Kumar and Sharma, 2010). Since then there is no looking back for LIS education in India and the subject is being taught in almost in each part of the country with both BLISc and MLISc being taught in over 130 institutes across the country and doctoral degree in Library Science is being offered in over 93 universities (Singh and Babbar, 2014).

During the last 100 years, LIS education all over the world has changed considerably and so did it witness change in India. Be it in the form of content taught to the Library Science students or the change in nomenclature of LIS courses. Previously, the subject discipline was named as Library Science, but towards the end of the 20<sup>th</sup> century, the subject discipline was renamed as Library and Information Science (LIS) across most of the Library and Information Science schools of the country. Survival and sustenance are the two aspects primarily responsible for a change. The change in nomenclature of the Library Science courses was primarily

aimed to make the subject discipline more catchy and attractive among the student community so that students may opt for the subject discipline as their choicest among support the survival and sustenance of the Library Science as a subject discipline.

If we take a look at the commencement of Library Science education on the global scene in the year 1886 be it at the University of Gottingen, Germany (Abdullahi, 2009) or the beginning of Library Science school in the University of Colombia in the year 1887 by Melvil Dewey, the pioneer of Library Science in general and the Library Classification in particular, the Library Science as a subject discipline could not attain much popularity and acceptance among the student community. The reasons can be numerous and so can't one rule out the possibility, that those who chose LIS may be their reluctant choice. Still more, the limited avenues of employability, problems with social status and many other issues have further crippled the subject discipline, with the result the subject discipline never became a hot favorite choice among the student community in India. Even the National Knowledge Commission in India in its report raised concerns about the importance of libraries and the Library professionals being heavily undermined (Pitroda, 2009). Chakraborty and Sarkhel's study highlighted about the identity crisis the library professionals are struggling with and the practicing LIS professionals face despite drawing good salaries and having sufficient job security (Chakraborty and Sarkhel, 2009).

In view of above, it was conceived to study the present day enrolment scenario of Library and Information Science education in India. The study evaluates the seven year data of LIS enrolment in India, viz., for the period 2011-12 to 2017-18.

**PROBLEM STATEMENT:** - Opting for Library and Information Science education is being considered as one of the reluctant choices made by the students in India. The reasons can be numerous, but the fact remains, students do not find the library profession that appealing which may entice them to choose Library Science over other subject fields. Secondly, the professionals doesn't seem to be enjoying social and professional status at par with other professionals, with the result practicing professionals doesn't seem to be acting as ambassadors of library science, whereby a very few practicing library professionals can be seen encouraging young and potential library professionals to take up Library Science as their course of study. Of late, perception has grown across the student community that LIS profession and LIS education is gender specific mostly chosen by female students.

**OBJECTIVES OF THE STUDY:** - To assess the enrolment scenario of Library and Information Science education in India.

To compute the percentage share of students who opt for Library and Information Science education In India.

To evaluate the gender and caste based enrolment scenario of LIS education in India.

**REVIEW OF LITERATURE:** - Library and Information Science researchers all across the world have reviewed the scenario of LIS education in their respective countries from time to time. Although the reasons for reviewing the enrolment or any other scenario of LIS education may be for their individual reasons, but the most common reason which is being linked to the LIS education all over the world is that the Library Science as a subject discipline has not attained much popularity among the student community when compared to other subject disciplines. While reviewing the overall scenario of LIS education in Pakistan (Ahmad and Mahmood, 2011) observed that a very few students seek admissions in the LIS schools across Pakistan. The researchers apart from finding employability as a main concern among LIS pass outs, also observed that inadequate infrastructure and non-availability of highly qualified faculty members equally a reason for decline in the enrolment in LIS schools. Contrary to this, in an earlier study by the another study had observed that nearly 450 students attain Masters Degree in LIS in Pakistan every year and this number has increased considerably due to increase in the enrolment in LIS schools run during evening shift (Ameen, 2007). From the above two studies it can be inferred that post 2007 there is a steady decline in the enrolment in LIS schools in Pakistan.

Hallam highlighted the issues faced by LIS education in Australia in the areas of student enrolment, faculty members and the curriculum taught to the students (Hallam, 2006). Hallam also highlighted the existing imbalance in number of LIS schools per million populations across different countries. In Australia there is one Library Science school for every 0.20 million population, in Canada there is one LIS school for every 0.47 million persons, in United Kingdom there is one LIS school for every 0.43 million people, while in USA there is one LIS school for every 0.59 million person. So a considerable dis-proportionality exists in the number of LIS schools per million population across different countries. Ocholla studied the scenario of LIS education in the African countries and found that despite lack of infrastructure and other resources, there is a considerable development in the domestic LIS education programmes across Africa (Ocholla, 2000). The researcher observed lots of similarities in the issues, problems and trends in African LIS education system to that of LIS education in the countries like Australia, Britain, and North America.

In India, library and Information Science researchers have conducted a number studies, discussing the scenario of LIS education in India. Singh in his study apart from giving historical background of LIS education in India, gave an elaborated list of LIS institution in India along with their date of establishment, the courses they offer, the course duration etc (Singh, 2003). Singh in his study laid emphasis on the need to standardize the LIS education along with maintaining uniformity in LIS courses all across the country. Singh also discussed about the problems of job market for the LIS pass outs as the same is not being maintained in a sustainable way. Dutta and Das also gave a detailed list of LIS education institutions across India offering courses through regular and distance mode (Dutta and Das, 2001). However, keeping in view the changing information seeking behavior among the user community in the modern day society, which is more information technology driven; Kumar and Sharma urged the library and professionals of the country to come together and work on the roadmap laid down by the National Knowledge Commission (NKC) of India towards the development of Library and Information Science education in the country by implementing the recommendations made by the commission in its report (Kumar and Sharma, 2010). Keeping in view the limited job market of LIS professionals, the researchers

also cautioned the LIS community to desist from mushrooming of LIS institutions and focus on sustainable and quality parameters. Apart from NKC, the Govt. of India has also taken a number of initiatives towards the promotion of LIS education in the country (Joshi, 2010). Most of recommendations made by different committees mostly focused on development of infrastructure in LIS schools and engaging highly qualified professionals to impart quality education in a sustainable manner. Chakraborty and Sarkhel in their study attempted to draw parallels in the course content taught to LIS students across different LIS schools across the country (Chakraborty and Sarkhel, 2009). The researchers consulted the syllabi of different LIS schools across the country and co-related them keeping in view the job market for LIS professionals in the IT driven society and the need thereof to raise the standard of LIS education in the country keeping in view the recommendations of the National Knowledge Commission.

Some other studies conducted in India at the regional level discussed about the non-uniformity and non-standardization of LIS courses, irrelevant syllabi, varied nomenclature of LIS courses, enrolment capacity of different LIS schools, enrolment criteria, non-standard course duration, need to reorient the LIS education, need to be more innovative and more (Gokhale, 2010; Kaur and Walia, 2010; Panigrahi, 2010; Varalakshmi, 2010; Walia, 2010).

**Curry** while evaluating the LIS education in Canada observed a considerable difference in the curriculum, nomenclature and various other aspects of LIS education, as no consensus was found on the need to standardize the LIS education in the Canada (Curry, 2000). Al-Suqri in his study showed concerns towards the decline in the LIS education in the Gulf Co-operation Council (GCC) states, mostly owing to lack of resources, expertise and facilities (Al-Suqri, 2012). Al-Suqri apart from highlighting the different ways and means practiced all over the world, which if adopted may help in the growth and development of LIS education in GCC states. The researcher also suggested the need of seeking support from other countries to stabilize the LIS education in GCC

Phuritsabam and Devi while reviewing the scenario of LIS education in the South-Asia, viewed that LIS education is slowly becoming popular in the region, but the worrying aspect is that course content taught to students is still traditional, whereby no avenues are opening up for LIS professionals in the multinational organizations, which otherwise is a very vibrant job market, offering employability to professionals from diverse fields, but for the want of currency in content, LIS professionals are still deprived of the employment opportunities in this vibrant job market (Phuritsabam and Devi, 2009). India is emerging as one of leading educational tourism hubs, whereby students from developing countries like Africa and South-Asia are considering India as their favored destination for pursuing higher education and research (Asundi and Karisiddappa, 2007).

**RESEARCH METHODOLOGY & SCOPE OF THE STUDY:** - The study is based on the secondary data of All India Survey on Higher Education (AISHE), collected by the Ministry of Human Resource and Development (MHRD), Govt., of India (GOI) and were retrieved from the official website of the MHRD, Govt of India on August 04, 2018 (Education and MHRD, 2018) which can be accessed at <http://aishe.nic.in/aishe/home> (AISHE). The data were retrieved for the period

year 2011-12 to 2017-18 and were structured keeping view the purpose, importance and objectives of the study. The scope of the study is limited to India and the findings of the study as such cannot be generalized.

**RESULTS:** - The percentage figures at all the places have been drawn up to two decimal places and have been rounded off to 100% figure. Some of the common short forms of abbreviations used across different tables include, AS%-Annual Share Percentage has been drawn against the total figures in each column in each table, while as ACS%-Annual Course Share Percentage, ACG%-Annual Corresponding Growth Percentage CBS%- Caste Based Share percentage CBCS%-Caste Based Course Share Percentage, CoBS%- Course Based Share Percentage have been computed against the respective total figures across the rows. SC-Scheduled Caste, ST-Scheduled Tribe, OBC-Other Backward Class

**Table-1 Enrolment Share of LIS Students in relation to overall enrolment in India**

Mode		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Avg	Total (%age)
Library Science	Frequency	90171	88299	56304	49559	36660	49308	51348	60235	421649 (0.36)
	Share %↓	0.63	0.55	0.36	0.28	0.21	0.28	0.29	0.37	
	ACS %	21.39	20.94	13.35	11.75	8.69	11.69	12.18	14.28	
	ACG (%)	-	-2.07	-36.23	-11.97	-26.02	34.50	4.13	-5.38	
Other Courses	Frequency	14278489	15872474	15782709	17730523	17825056	17875329	17843435	16745053	117215375 (99.65)
	Share %↓	99.37	99.45	99.64	99.72	99.79	99.72	99.71	99.62	
	ACS %	12.18	13.54	13.46	15.13	15.21	15.25	15.22	14.28	
	ACG (%)	-	11.16	-0.56	12.34	0.53	0.28	-0.17	3.36	
Total	Frequency	14368660	15960773	15839013	17780082	17861716	17924637	17894783	16804237	117629664
	Share %→	12.22	13.57	13.47	15.12	15.18	15.24	15.21	14.28	
	ACG (%)	-	11.08	-0.76	12.25	0.45	0.35	-0.16	3.31	

ACS%-Annual Course Share Percentage, ACG%- Annual Corresponding Growth Share Percentage

If we look at the overall enrolment figures of the country during the period of study, then of the total enrolments made across different subject disciplines in India, meager 0.36% enrolments were made in the subject discipline of Library and Information Science. The enrolment share of less than half the percent of the total country's enrolment speaks volumes about the state of LIS education in India. The enrolment share of LIS in the overall enrolment of the country since 2011-12 has declined constantly and considerably from 0.63% in the year 2011-12 to 0.29% in 2017-18. The LIS enrolment share percentage was recorded lowest 0.21% in the year 2015-16, which slightly improved towards 2017-18. The Average Annual Corresponding Growth (AACG) across all the subject disciplines during the period

of study was recorded at 3.31%, while, AACG for LIS during the same period was recorded -5.38%. Recording negative growth is very serious and worrying, which means the enrolment scenario of LIS education in India is on decline. This also means that every year enrolment percentage of LIS students in India is decreasing by 5.38%, which indeed is a worrisome trend.

**Table-2 Course wise annual enrolment distribution of LIS students in India**

Name of the course		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Avg	Total (%age)
Certificate	Frequency	5340	4920	4324	8527	2034	3041	3380	4509	31566 (7.49)
	AS%↓	5.92	5.57	7.68	17.21	5.55	6.17	6.58	7.81	
	ACS %	16.92	15.59	13.70	27.01	6.44	9.63	10.71	14.29	
	ACG %	-	-7.30	-12.11	97.20	-76.14	49.50	11.14	8.90	
Diploma	Frequency	2545	2796	2171	2218	2346	4771	4702	3078	21549 (5.11)
	AS%↓	2.82	3.17	3.86	4.48	6.40	9.68	9.16	5.65	
	ACS %	11.81	12.98	10.07	10.29	10.89	22.14	21.82	14.29	
	ACG %	-	9.86	-22.35	2.16	5.77	103.36	-1.44	13.91	
B.A (Hons)	Frequency	-	27	37	44	58	133	159	65	458 (0.11)
	AS%↓	-	0.03	0.07	0.09	0.16	0.27	0.31	0.13	
	ACS %	-	5.90	8.08	9.61	12.66	29.04	34.72	14.29	
	ACG %	-	-	37.03	18.91	31.81	129.31	19.54	33.80	
BLISc	Frequency	52518	51497	26925	21240	17633	25290	27173	31754	222276 (52.72)
	AS%↓	58.84	58.32	47.82	42.86	48.10	51.90	52.92	51.54	
	ACS %	23.63	23.17	12.11	9.56	7.93	11.38	12.22	14.29	
	ACG %	-	-1.94	-47.71	-21.11	-16.98	43.42	7.44	-5.27	
B.Lib.Sc.	Frequency	4383	8936	7360	5157	3576	3848	5090	5479	38350 (9.10)
	AS%↓	4.86	10.12	13.07	10.41	9.75	7.80	9.91	9.42	
	ACS %	11.43	23.30	19.19	13.45	9.32	10.03	13.27	14.28	
	ACG %	-	103.87	-17.63	-29.93	-30.65	7.60	32.27	9.36	
B.Sc.	Frequency	2511	76	14	221	155	177	125	468	3279 (0.78)
	AS%↓	2.78	0.09	0.02	0.45	0.42	0.36	0.24	0.62	
	ACS %	2511	76	14	221	155	177	125	468.43	
	ACG %	-	-96.97	-81.57	1478.57	-29.86	14.19	-29.37	179.28	
M.Lib.Sc.	Frequency	9129	9443	5608	5137	4393	5159	5107	6282	43976 (10.43)
	AS%↓	10.12	10.69	9.96	10.37	11.98	10.46	9.95	10.50	
	ACS %	20.76	21.47	12.75	11.68	9.99	11.73	11.61	14.28	
	ACG %	-	3.43	-40.61	-8.39	-14.48	17.43	-1.00	-6.23	
MLISc	Frequency	8913	8083	4900	4230	3519	4092	3705	5349	37442



	<b>AS%↓</b>	9.88	9.15	8.70	8.54	9.60	8.30	7.22	8.77	(8.88)
	<b>ACS %</b>	23.80	21.59	13.09	11.30	9.40	10.93	9.90	14.29	
	<b>ACG %</b>	-	-9.31	-39.37	-13.67	-16.80	16.28	-9.45	-10.33	
<b>M.A.</b>	<b>Frequency</b>	408	371	435	509	471	510	528	462	
	<b>AS%↓</b>	0.45	0.42	0.77	1.03	1.28	1.03	1.03	0.86	3232
	<b>ACS %</b>	12.62	11.48	13.46	15.75	14.57	15.78	16.34	14.29	(0.77)
	<b>ACG %</b>	-	-9.06	17.25	17.01	-7.46	8.28	3.52	4.22	
<b>PG Diploma</b>	<b>Frequency</b>	3685	1410	3852	1725	1735	1424	466	2042	
	<b>AS%↓</b>	4.09	1.60	6.84	3.48	4.73	2.89	0.91	3.51	14297
	<b>ACS %</b>	25.77	9.86	26.94	12.07	12.14	9.96	3.26	14.29	(3.39)
	<b>ACG %</b>	-	-61.73	173.19	-55.21	0.57	-17.92	-67.27	-4.05	
<b>M.Phil.</b>	<b>Frequency</b>	306	250	271	211	237	170	180	232	
	<b>AS%↓</b>	0.34	0.28	0.48	0.43	0.65	0.34	0.35	0.41	1625
	<b>ACS %</b>	18.83	15.38	16.68	12.98	14.58	10.46	11.08	14.28	(0.39)
	<b>ACG %</b>	-	-18.30	8.4	-22.14	12.32	-28.27	5.88	-6.02	
<b>Ph.D.</b>	<b>Frequency</b>	433	490	407	340	503	693	733	514	
	<b>AS%↓</b>	0.48	0.55	0.72	0.69	1.37	1.41	1.43	0.95	3599
	<b>ACS %</b>	433	490	407	340	503	693	733	514.14	(0.85)
	<b>ACG %</b>	-	13.16	-16.93	-16.46	47.94	37.77	5.77	10.18	
<b>Total</b>	<b>Frequency</b>	90171	88299	56304	49559	36660	49308	51348	60236	
	<b>ACS%↓</b>	21.39	20.94	13.35	11.75	8.69	11.69	12.18	14.28	421649
	<b>ACG %</b>	-	-2.07	-36.23	-11.97	-26.02	34.50	4.13	-5.38	

AS%-Annual Share Percentage, ACS%-Annual Course Share Percentage, ACG%-Annual Corresponding Growth Percentage

The nomenclature of Library and Information Science programmes is neither uniform nor is it being standardized at regular intervals of time. With the result, one can see that degrees awarded to the Library and Information Science students across the country though equivalent, but follow different nomenclatures. Even the course content taught to the students is same. The common nomenclature differences can be found at the Bachelors' and Masters Degree level, like B.Lib.Sc vs BLISc and M.Lib.Sc vs MLISc. The former of either courses leads to Bachelors or Masters Degree in Library Sciences, while as the lateral of both the courses leads to Bachelors and Masters Degree in Library and Information Science. Nevertheless, the difference in the nomenclature plays a very important role in the preference of students towards a particular programme.

Accordingly, from Table-2, it is evident that of all enrolments made in Library and Information Science during the period of study, the majority 52.72% students were enrolled in Bachelors' programme in Library and Information Science viz., (BLISc), followed by 10.43% in M.Lib.Sc. Again 9.10% enrolments were made in B.Lib.Sc followed by 8.88% in MLISc programme. There is a need to understand that an institution offers either of the Bachelors' or Masters Degree programme, so

the students enrolling in a particular institution generally has a limited choice, so owing to percentage enrolment in each LIS programme, it can't be inferred that majority of the LIS students prefer to pursue BLISc programme over B.Lib.Sc, while as enrolment share percentage in M.Lib.Sc and MLISc are almost alike.

Certificate course in Library Science is generally pursued after 10+2 level and given the percentage share in overall LIS enrolment then the course seems to quite popular among the students. The enrolment scenario of Ph.D programme in LIS is a cause of concern as of the total LIS enrolments across the country meager 0.85% were enrolled in Ph.D programmes and so hold true about M.Phil programmes.

Of the total LIS enrolments made during the period of study, the majority 21.39% were enrolled during the year 2011-12, followed by 20.94% in 2012-13. The minimum 8.69% enrolment share was recorded during the year 2015-16.

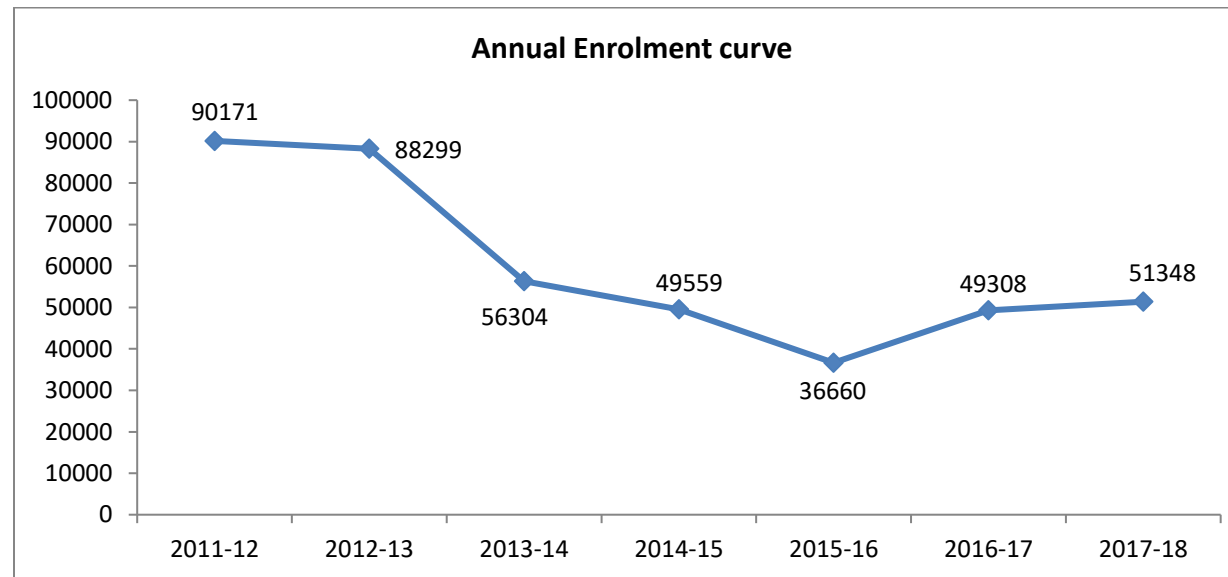


Figure 1 Annual enrolment distribution curve of LIS students

**Table-3** Course wise gender based enrolment distribution of LIS students in India

Name of the course		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		Total		Gross total (%age)
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Certificate	Frequency	2061	3279	1548	3372	1267	3057	1595	6932	559	1475	736	2305	957	2423	8723	22843	31566 (7.49)
	AS%↓	4.62	7.20	3.57	7.50	4.54	10.76	7.47	24.57	3.31	7.46	3.25	8.63	3.92	8.99	4.34	10.36	
	ACS %	6.53	10.39	4.90	10.68	4.01	9.68	5.05	21.96	1.77	4.67	2.33	7.30	3.03	7.68	27.63	72.37	
Diploma	Frequency	1216	1329	1208	1588	1011	1160	986	1232	1075	1271	2439	2332	2161	2541	10096	11453	21549 (5.11)
	AS%↓	2.73	2.92	2.79	3.53	3.62	4.08)	4.62	4.37	6.37	6.43	10.79	8.74	8.86	9.42	5.02	5.19	
	ACS %	5.64	6.17	5.61	7.37	4.69	5.38	4.58	5.72	4.99	5.90	11.32	10.82	10.03	11.79	46.85	53.15	
B.A (Hons)	Frequency	-	-	5	22	11	26	14	30	20	38	67	66	71	88	188	270	458 (0.11)
	AS%↓	-	-	0.01	0.05	0.04	0.09	0.07	0.11	0.12	0.19	0.30	0.25	0.29	0.33	0.09	0.12	
	ACS %			1.09	4.80	2.40	5.68	3.06	6.55	4.37	8.30	14.63	14.41	15.50	19.21	41.05	58.95	
BLISc	Frequency	25634	26884	25498	25999	13867	13058	9982	11258	8084	9549	11964	13326	13637	13536	108666	113610	222276 (52.72)
	AS%↓	57.45	59.02	58.80	57.86	49.70	45.98	46.76	39.91	47.88	48.28	52.91	49.92	55.92	50.20	54.03	51.52	
	ACS %	11.53	12.09	11.47	11.70	6.24	5.87	4.49	5.06	3.64	4.30	5.38	6.00	6.14	6.09	48.89	51.11	
B.Lib.Sc.	Frequency	2477	1906	5344	3592	4050	3310	2835	2322	1835	1741	1493	2355	2256	2834	20290	18060	38350 (9.10)
	AS%↓	5.55	4.18	12.32	7.99	14.51	11.65	13.28	8.23	10.87	8.80	6.60	8.82	9.25	10.51	10.09	8.19	
	ACS %	6.46	4.97	13.93	9.37	10.56	8.63	7.39	6.05	4.78	4.54	3.89	6.14	5.88	7.39	52.91	47.09	
B.Sc.	Frequency	790	1721	55	21	12	2	153	68	81	74	94	83	74	51	1259	2020	3279 (0.78)
	AS%↓	1.77	3.78	0.13	0.05	0.04	0.01	0.72	0.24	0.48	0.37	0.42	0.31	0.30	0.19	0.63	0.92	
	ACS %	24.09	52.49	1.68	0.64	0.37	0.06	4.67	2.07	2.47	2.26	2.87	2.53	2.26	1.56	38.40	61.60	
M.Lib.Sc.	Frequency	4202	4927	4356	5087	2489	3119	2244	2893	1998	2395	2178	2981	2388	2719	19855	24121	43976 (10.43)
	AS%↓	9.42	10.82	10.04	11.32	8.92	10.98	10.51	10.25	11.83	12.11	9.63	11.17	9.79	10.08	9.87	10.94	
	ACS %	9.56	11.20	9.91	11.57	5.66	7.09	5.10	6.58	4.54	5.45	4.95	6.78	5.43	6.18	45.15	54.85	
MLISc.	Frequency	5308	3605	3928	4155	2493	2407	2134	2096	1717	1802	1987	2105	1808	1897	19375	18067	37442 (8.88)
	AS%↓	11.90	7.91	9.06	9.25	8.93	8.48	10.00	7.43	10.17	9.11	8.79	7.89	7.41	7.04	9.63	8.19	
	ACS %	14.18	9.63	10.49	11.10	6.66	6.43	5.70	5.60	4.59	4.81	5.31	5.62	4.83	5.07	51.75	48.25	
M.A.	Frequency	211	197	157	214	185	250	231	278	257	214	282	228	282	246	1605	1627	3232 (0.77)
	AS%↓	0.47	0.43	0.36	0.48	0.66	0.88	1.08	0.99	1.52	1.08	1.25	0.85	1.16	0.91	0.80	0.74	
	ACS %	6.53	6.10	4.86	6.62	5.72	7.74	7.15	8.60	7.95	6.62	8.73	7.05	8.73	7.61	49.66	50.34	
PG Diploma	Frequency	2288	1397	867	543	2132	1720	840	885	827	908	853	571	213	253	8020	6277	14297 (3.39)
	AS%↓	5.13	3.07	2.00	1.21	7.64	6.06	3.93	3.14	4.90	4.59	3.77	2.14	0.87	0.94	3.99	2.85	
	ACS %	16.00	9.77	6.06	3.80	14.91	12.03	5.88	6.19	5.78	6.35	5.97	3.99	1.49	1.77	56.10	43.90	
M.Phil.	Frequency	155	151	131	119	151	120	124	87	127	110	88	82	92	88	868	757	1625 (0.39)
	AS%↓	0.35	0.33	0.30	0.26	0.54	0.42	0.58	0.31	0.75	0.56	0.39	0.31	0.38	0.33	0.43	0.34	
	ACS %	9.54	9.29	8.06	7.32	9.29	7.38	7.63	5.35	7.82	6.77	5.42	5.05	5.66	5.42	53.42	46.58	
Ph.D.	Frequency	276	157	268	222	235	172	209	131	303	200	433	260	446	287	2170	1429	3599 (0.85)
	AS%↓	0.62	0.34	0.62	0.49	0.84	0.61	0.98	0.46	1.79	1.01	1.91	0.97	1.83	1.06	1.08	0.65	

	<b>ACS %</b>	7.67	4.36	7.45	6.17	6.53	4.78	5.81	3.64	8.42	5.56	12.03	7.22	12.39	7.97	60.29	39.71	
<b>Total</b>	<b>Frequency</b>	44618	45553	43365	44934	27903	28401	21347	28212	16883	19777	22614	26694	24385	26963	201115	220534	421649
	<b>ACS %</b>	10.58	10.80	10.28	10.66	6.62	6.74	5.06	6.69	4.00	4.69	5.36	6.33	5.78	6.39	47.70	52.30	

*AS%-Annual Share Percentage, ACS%-Annual Course Share Percentage, ACG%-Annual Corresponding Growth*

If we look at the enrolment scenario at gender level, then of the total enrolments in LIS during the period of study, the majority, 52.30% are female students and 47.70% are male students. This clearly indicates that female students enjoy fairly upper hand in the overall enrolment scenario of LIS education across the country. The better part is that Library and Information Science as a teaching subject is preferred by both male and female students equally and the marginal edge, which female students have over the male students in the overall enrolment across the country is neither alarming nor worrying, whereby one may say that LIS education has become more gender specific and is preferred by more female students than males. Even it won't be inappropriate to say that enrolment scenario of LIS education is equally poised among male and female students. Even though if we look at the male-female enrolment figures since 2011-12, the share of female students in overall LIS enrolment in each year remained higher than male students. So in a way it can be inferred that compared to male students, more female students prefer to pursue LIS education. In terms of course wise male-female enrolment share percentage, a higher percentage for female enrolment was recorded in the programmes like Certificate course, UG Diploma, B.A (Hon), BLISc, B.Sc, M.Lib.Sc and in M.A, while as the higher percentage of male enrolment was recorded in the programmes like B.Lib.Sc, MLISc, PG Diploma, M.Phil and Ph.D programmes. By and large male-female enrolment ratio across most of LIS programmes is fairly poised, however a considerable difference can be found in the male-female enrolment in certificate course and Ph.D programme. As compared to 72.37% female enrolment in Certificate course only 27.63% male enrolment was recorded, while as at doctoral level, compared to 60.29% male enrolment, 39.71% female enrolment was recorded.

Of the total male enrolments, the majority, 54.03% were enrolled in BLISc programme, followed by 9.87% and 9.67% in M.Lib.Sc and MLISc programmes respectively. In the courses like B.A (Hon), B.Sc, M.A and M.Phil programmes less than 1% enrolment was recorded. Similarly, only 1.08% male students were enrolled in Ph.D programmes, which is not encouraging. Accordingly, of the total female enrolments, the majority, 51.52% were enrolled in BLISc programme, followed by 10.94% in M.Lib.Sc and 8.19% each in B.Lib.Sc and MLISc. Female students also recorded less than 1% enrolment in all such programmes in which male students recorded, along with in Ph.D programme.

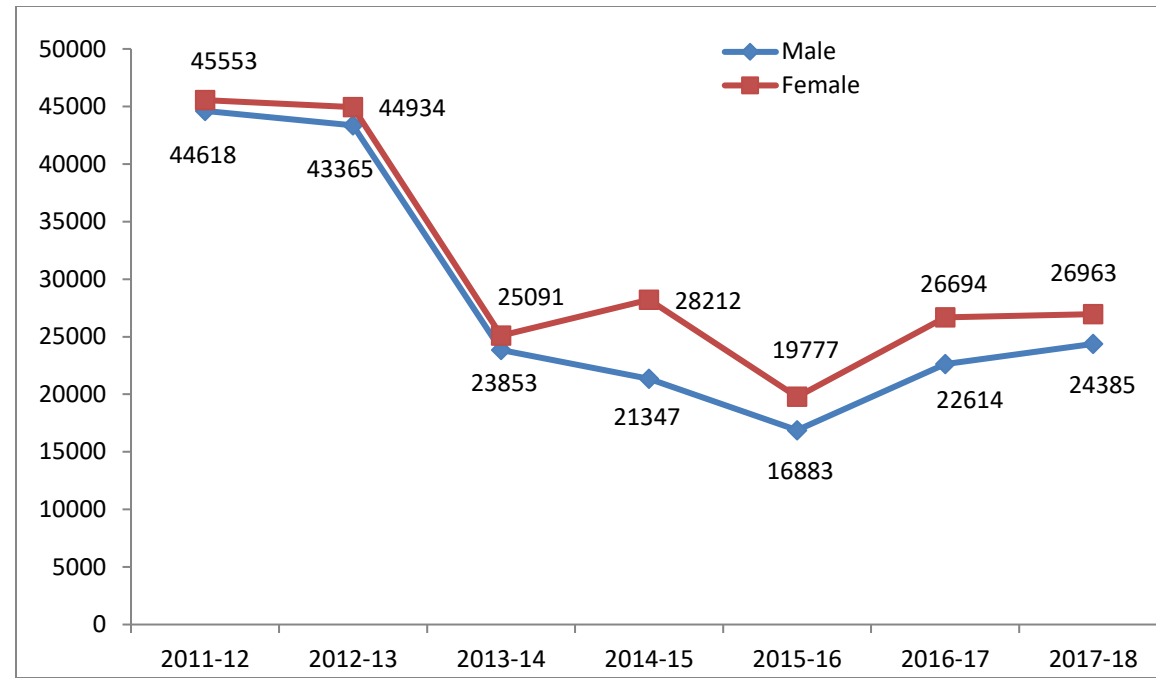


Figure 2 Male female annual enrolment distribution curves

From the frequency distribution curve, it is evident that during each year females recorded a higher percentage of enrolment than male students and the maximum male-female enrolment difference was recorded during the year 2014-15, thereafter a steady difference can be observed in the male-female enrolment share.

Table-4 Caste wise annual enrolment distribution of LIS students

Year → Category ↓	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Avg	Total (%age)	
SC	Frequency	7710	7366	6433	7172	5205	6982	6921	6827	47789 (11.33)
	AS % ↓	8.55	8.34	11.43	14.47	14.20	14.16	13.48	12.09	
	CBS %	16.13	15.41	13.46	15.01	10.89	14.61	14.48	14.28	
	ACG %	-	-4.46	-12.66	11.48	-27.42	34.14	-0.87	0.03	

<b>ST</b>	<b>Frequency</b>	1699	2462	1871	1917	1940	2561	2871	2189	15321 (3.63)
	<b>AS %↓</b>	1.88	2.79	3.32	3.87	5.29	5.19	5.59	3.99	
	<b>CBS %</b>	11.09	16.07	12.21	12.51	12.66	16.72	18.74	14.29	
	<b>ACG %</b>	-	44.90	-24.00	2.45	1.19	32.01	12.10	9.81	
<b>OBC</b>	<b>Frequency</b>	21737	18414	15920	15570	11816	18668	19579	17386	121704 (28.86)
	<b>AS %↓</b>	24.11	20.85	28.28	31.42	32.23	37.86	38.13	30.41	
	<b>CBS %</b>	17.86	15.13	13.08	12.79	9.71	15.34	16.09	14.29	
	<b>ACG %</b>	-	-15.28	-13.54	-2.19	-24.11	57.98	4.88	1.11	
<b>Foreign Students</b>	<b>Frequency</b>	8	2	15	10	8	60	11	16.29	114 (0.03)
	<b>AS %↓</b>	0.01	0.00	0.03	0.02	0.02	0.12	0.02	0.03	
	<b>CBS %</b>	7.02	1.75	13.16	8.77	7.02	52.63	9.65	14.29	
	<b>ACG %</b>	-	-75.00	650.00	-33.33	-20.00	650	-81.66	155.72	
<b>Others</b>	<b>Frequency</b>	59017	60055	32065	24890	17691	21033	22020	33824	236721 (56.14)
	<b>AS %↓</b>	65.45	68.01	56.95	50.22	48.26	42.66	42.88	53.49	
	<b>CBS %</b>	24.93	25.37	13.55	10.51	7.47	8.89	9.30	14.29	
	<b>ACG %</b>	-	1.75	-46.60	-22.37	-28.92	18.89	4.69	-10.37	
<b>Total</b>	<b>Frequency</b>	90171	88299	56304	49559	36660	49308	51348	60236	421649
	<b>Share %</b>	21.39	20.94	13.35	11.75	8.69	11.69	12.18	14.28	
	<b>ACG %</b>	-	-2.07	-36.23	-11.97	-26.02	34.50	4.13	-5.38	

AS%-Annual Share Percentage, CBS%- Caste Based Share percentage, ACG%-Annual Corresponding Growth

Of all the enrolments made in Library and Information Science courses during the period of study, 28.86% students belonged to OBC category, followed by 11.33% from SC category, 3.63% belonged to ST category and 0.03% were foreign students, while as the remaining 56.14% belonged to others, which include general category students as well. Needless to mention about the constitutional provisions made in India, whereby all the educational institutions across the country are supposed to reserve the seats for the students belonging to socially disadvantaged sections of society on proportionate basis. In all 49.5% seats in all educational institutions (except minority institutions) across the country are reserved for the students belonging to SC, ST and OBC category in the proportion of 15%, 7.5% and 27% respectively (Sekhri, 2011). Although, these reservations have been made in proportion to the population share these socially disadvantaged sections have in India, but most of the time a good number of such reserved seats remain vacant because of lesser number of applicants. Given the fact one can see a considerable difference in the actual enrolment of reserved category students have and the percentage share they actually have. If we take a look at the average figures in the table then average annual enrolment share percentage of each reserved category student has increased considerably during the last seven years. Like, annual enrolment share of SC students during 2011-12 was 8.55% and this share percentage reached to 13.48% in 2017-18. Accordingly, the enrolment share percentage of ST students increased from 1.5% to 5.59% and of OBC students, the enrolment share percentage increased from 24.11% to 38.13%, which is very encouraging and can be emphatically inferred that reservation is bearing its fruit on the desired lines. In terms of Average Annual Corresponding Growth

(AACG), except for others, all the reserved category students recorded positive AACG growth in their enrolment, but what is most alarming is that on the whole the LIS subject discipline recorded a negative AACG (-5.38%).

India has yet to emerge as a hub for educational tourism. Although, a good number of foreign students are pursuing higher education in India in different subject fields, but still the percentage of foreign students seeking admission in Indian educational institutes is quite low, when compared to other developed countries. This is also evident from the enrolment percentage of foreign students in LIS programmes in India. The enrolment share percentage of foreign students in India in LIS courses increase from 0.01% in the year 2011-12 to 0.12% in the year 2016-17 and dropped again in 2017-18.

**Table-5 Course wise caste based enrolment distribution of LIS students**

Category		SC	ST	OBC	Foreign Students	Others	Total (%age)
Certificate	Frequency	6681	769	19261	-	4855	31566 (7.49)
	CBCS%↓	13.98	5.02	15.83	-	2.05	
	CoBS %	21.17	2.44	61.02	0.00	15.38	
Diploma	Frequency	3966	1566	7110	1	8906	21549 (5.11)
	CBCS%↓	8.30	10.22	5.84	1.05	3.76	
	CoBS %	18.40	7.27	32.99	0.00	41.33	
B.A (Hons)	Frequency	36	19	119	-	284	458 (0.11)
	CBCS%↓	0.08	0.12	0.10	-	0.12	
	CoBS %	7.86	4.15	25.98	0.00	62.01	
BLISc	Frequency	18693	6359	55820	7	141397	222276 (52.72)
	CBCS%↓	39.11	41.51	45.87	7.37	59.73	
	CoBS %	8.41	2.86	25.11	0.00	63.61	
B.Lib.Sc.	Frequency	4906	1501	8528	-	23415	38350 (9.10)
	CBCS%↓	10.26	9.80	7.01	-	9.89	
	CoBS %	12.79	3.91	22.24	0.00	61.06	
B.Sc.	Frequency	425	67	926	-	1861	3279 (0.78)
	CBCS%↓	0.89	0.44	0.76	-	0.79	
	CoBS %	12.96	2.04	28.24	0.00	56.76	
M.Lib.Sc.	Frequency	6341	1610	12508	11	23506	43976 (10.43)
	CBCS%↓	13.27	10.51	10.28	11.58	9.93	
	CoBS %	14.42	3.66	28.44	0.03	53.45	
MLISc	Frequency	4051	1668	10239	51	21433	37442 (8.88)
	CBCS%↓	8.48	10.89	8.41	53.68	9.05	
	CoBS %	10.82	4.45	27.35	0.14	57.24	



<b>M.A.</b>	<b>Frequency</b>	525	222	<b>1155</b>	7	1323	3232 (0.77)
	<b>CBCS%↓</b>	1.10	1.45	<b>0.95</b>	7.37	0.56	
	<b>CoBS %</b>	16.24	6.87	35.74	0.22	40.93	
<b>PG Diploma</b>	<b>Frequency</b>	1289	1214	4951	-	6843	14297 (3.39)
	<b>CBCS%↓</b>	2.70	7.92	4.07	-	2.89	
	<b>CoBS %</b>	9.02	8.49	34.63	0.00	47.86	
<b>M.Phil.</b>	<b>Frequency</b>	387	107	358	-	773	1625 (0.39)
	<b>CBCS%↓</b>	0.81	0.70	0.29	-	0.33	
	<b>CoBS %</b>	23.82	6.58	22.03	0.00	47.57	
<b>Ph.D.</b>	<b>Frequency</b>	499	219	729	18	2134	3599 (0.85)
	<b>CBCS%↓</b>	1.04	1.43	0.60	18.95	0.90	
	<b>CoBS %</b>	13.86	6.09	20.26	0.50	59.29	
<b>Total</b>	<b>Frequency</b>	47799	15321	121704	95	236730	421649
	<b>Share%↓</b>	11.34	3.63	28.86	0.02	56.14	

*CBCS%-Caste Based Course Share Percentage, CoBS%- Course Based Share Percentage*

Attempt was also made to find out the enrolment distribution of students on the basis of their caste group across different LIS programmes. Accordingly of the total SC students enrolled, the majority 39.11% were enrolled in BLISc, followed by 13.98 percent in Certificate course and 13.27% in M.Lib.Sc programme. Similarly, the majority, 41.51% ST students were enrolled in BLISc programme, followed by 10.89% in MLISc and 10.51% in M.Lib.Sc. The scenario of OBC students is almost same to that of SC and ST students, as the majority, 45.87% students were enrolled in BLISc, 15.87% in Certificate course, 10.28% in M.Lib.Sc. Compared to SC and ST students a lesser percentage of OBC students were found pursuing research programmes like M.Phil and Ph.D. It is quite interesting to note that a good portion of foreign students' viz., 18.95% were found pursuing Ph.D programmes in India, the second highest after MLISc programme, in which the majority 53.68% foreign students were enrolled.

**FINDINGS AND DISCUSSION:** - During the period of study, the overall enrolment share of LIS students across the country remained quite low, recording a share of meager 0.36%. This enrolment share of less than half the percent clearly indicates that the subject discipline is not so popular among the student community across the country. What is more worrisome is that every year on average enrolment of LIS students across different LIS programmes in India decreases by 5.38%, while as, at the same time the overall enrolment across the country during the same period recorded an AACG of 3.31%. If this trend continues for a decade or so, the time may come when there will be no takers of Library Science in India. What is more important is to first look into the reasons as why there is such a sharp decline in the overall LIS enrolment across the country and then work on such areas, probably by plugging all the existing voids in whatever form and then give a new lease of life to LIS education in the country.

The non uniformity and non-standardization of LIS education appears to be one of the grey areas which always bleed the subject discipline profusely. The difference in the nomenclature of Degrees awarded to LIS students, despite being taught the same course content, the difference in the course duration, the difference in the admission process, and above all lack of infrastructure in terms of computer labs and smart class rooms have added to the woes of the subject discipline. It would be appropriate to review the popularity of the nomenclature of LIS courses among the student community and thereby merge the non-popular courses with the popular ones or should be done away with. Some of the non-popular but existing LIS course include, B.Sc, B.A (Hon), M.A etc. These programmes should be totally renamed as BLISc and MLISc programmes. Even a considerable difference can be observed in the syllabi of different library science schools. If on one hand, one Library Science school teaches its students the latest course content, probably covering all the aspects of modern day teaching and learning, rather a more comprehensive need based curriculum, on the other hand there are still Library Science schools which have not yet given up the traditional teaching practices. Given the fact, if on one hand we experience a high end modern and technology laced library in the country, on the other hand we still have libraries which are being run manually, having no computers and other fundamental amenities. There is a need to understand that computer has become one of the fundamental requirements to make any office functional or operational and so holds true about libraries. A library without computer hardly appeals to a reader or even to an employee. So there is an urgent need to standardize LIS education across the country, even for that matter LIS schools offering LIS education in local or vernacular languages should be upgraded to impart teaching in English language.

It would be appropriate to rename all such courses which still have a conventional tag with least or minimum acceptance to the most modern and acceptable nomenclature and this can be easily worked out by looking at the percentage share of students in all such course. Every subject discipline survives and thrives on the amount of research activities undertaken in that particular subject field. New research results and new findings add to life and growth of that subject discipline, at the same time, any decline in the research activity of a subject discipline is more or less about its approaching dooms day and the subject would be no more able to stand on its own legs. The scenario of LIS research is more or less heading towards its dooms day as less than 1% of its total enrolled students are actively involved in research activities viz., Ph.D programmes. There is a far greater need to promote research in LIS education, preferably by enrolling more and more students in the Ph.D and M.Phil programmes.

There is a false notion across the student community that Library and Information Science education in India is increasingly becoming gender specific. From the analysis, it is evident that enrolment scenario at the gender level is almost evenly poised, with female students having slightly edge over the male students with a male-female enrolment ration of around 48:52. Well it would be appropriate to infer that female students are more inclined towards LIS education than male students, but that does not make it gender specific. The worrying aspect is that compared to male students, a lesser percentage of female students opt for Ph.D programme in Library and Information Science, which needs to be promoted.

It is quite good to observe that students belonging to socially disadvantaged sections of the society are equally pursuing LIS courses, but keeping in view the number of seats reserved for all such students across the educational institutions in the country, there is need to encourage more and more students from such backward sections to enroll in LIS programmes under their own reserved quota. Although a positive Average Annual Corresponding Growth was recorded in enrolment against all the caste groups, but still there is a need to promote LIS education among all such groups to pursue LIS education. India is gradually emerging as one of the preferred destinations for foreign students to pursue their higher education and so is government of India keen to promote educational tourism in the country, whereby foreign students are being offered scholarships and other research avenues to pursue their academic and research degrees in India and so holds true about LIS education.

**CONCLUSION:** - The constant and steady decline in the enrolment of Library and Information programmes in India can be owed to multiple reasons and the foremost being the library professionals of the country are somewhat still struggling for their professional and social standing, which is they find is not at par with other teaching professionals. The job market of library professionals is somewhat limited and is not working on a sustainable basis. Still more, over the period of time the job market for library professionals could not grow beyond the conventional library practices, whereby library professionals get mostly absorbed in libraries associated with educational institutions. While as, the private sector and the corporate world, which otherwise are the largest employers, offer very limited job opportunities to LIS professionals and the need is to harness this untapped potential of the corporate sector, whereby syllabi and course content of the information professionals may be designed keeping in view the requirements of the private and the corporate sector. There is an urgent need to improve the enrolment scenario of LIS education in the country, but that should not be at the cost of disturbing the sustainability of LIS job market. Any further decline in the enrolment of students in LIS courses is bound result in the encroachment of LIS jobs by the non-professionals, which may ultimately further deteriorate the overall scenario of LIS professionals across the country.

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