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Library Science Education in India: Evolution, Emerging Trends, and Challenges

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Abstract

Library and Information Science (LIS) education in India has undergone significant transformation over the past century, evolving from traditional library training to a dynamic academic discipline shaped by technological advancements and changing information needs. This study examines the origin, development, and current status of LIS education in India, with particular emphasis on its evolution in the contemporary digital environment. The research adopts a qualitative and exploratory approach and is based on secondary data collected from scholarly literature, policy documents, books, and peer-reviewed journal articles. The collected data were systematically analyzed using content analysis to understand the historical progression, emerging trends, and key challenges of LIS education in the Indian context. The study traces the historical development of LIS education from the early twentieth century to the present, highlighting the contributions of major universities and institutional initiatives that facilitated the expansion of the discipline. It also emphasizes the crucial role played by various committees and commissions, including the University Education Commission, the Kothari Commission, and the Ranganathan Committee, in shaping library education, strengthening academic libraries, and establishing professional standards for LIS education in India. The findings reveal that LIS education has transitioned from a library-centered instructional model to a technology-driven, user-oriented, and multidisciplinary field influenced by rapid developments in Information and Communication Technologies (ICT), digital libraries, data management systems, and artificial intelligence. Furthermore, the study identifies emerging trends such as curriculum modernization, digital integration, interdisciplinary learning, and skill-based training designed to meet the evolving demands of the information society. Despite these developments, the study highlights several persistent challenges, including outdated curricula in certain institutions, infrastructural constraints, inadequate funding, shortage of qualified faculty, and concerns related to the employability of LIS graduates. The study concludes that continuous curriculum reform, stronger technological integration, and enhanced institutional support are essential to ensure the long-term relevance and sustainability of LIS education in India.

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INTRODUCTION

This paper explores the evolution and current status of Library and Information Science (LIS) education in India, tracing its development from the early period to the contemporary digital era. It analyzes emerging trends, institutional growth, and key challenges to assess the relevance and future direction of LIS education [1–9].

Library and Information Science is a multidisciplinary area that deals with “The right information to the right person at the right time in

the right manner," and, in addition to information organization, retrieval, preservation, and dissemination. Library and Information Science, focuses on the processes involved in the creation, organization, management, access, and effective use of information across diverse settings, such as libraries, archives, museums, and information centers (Chang & Huang, 2012 [10]). The discipline plays a vital role in strengthening intellectual freedom and expanding equitable access to knowledge within society. In the Indian context, characterized by a rich cultural heritage, linguistic diversity, and rapid technological advancement, LIS holds particular significance in ensuring inclusive access to information resources, fostering information literacy, and safeguarding cultural heritage [11–38].

Moreover, advancements in digital technologies have reshaped conventional library practices, resulting in the integration of digital libraries, information retrieval systems, and knowledge management approaches within the LIS framework (Parvez & Basawaraju, 2021 [39]).

LIS education in India encompasses a broad spectrum of academic programs offered at undergraduate, postgraduate, and doctoral levels [40–54]. These programs cover diverse domains, such as information organization and classification, information retrieval, library, and information management, digital librarianship, research methodology, and information ethics (Swamy, 2024 [55]; Saha, 2011 [45]). The curriculum is designed to equip students with the conceptual understanding and professional competencies required for employment across various sectors of the information industry. In addition to theoretical instruction, LIS education in India places strong emphasis on practical training through internships, fieldwork, and hands-on exposure in library and information settings (Asundi & Karisiddappa, 2007 [3]). Such experiential learning enables students to develop practical skills and prepares them for professional roles in different information environments. Moreover, the inclusion of emerging technologies—such as artificial intelligence, data analytics, and blockchain—within LIS curricula reflects the discipline's capacity to respond effectively to contemporary challenges and evolving opportunities in the information landscape (Pradhan, 2014 [41]).

As technology continues to grow rapidly, the LIS or library and information science must continue to adapt to the changing needs of the users, from the development of information to the distribution, and enhance its curriculum. Therefore, the need for continued refinement of LIS education in India is necessary to adapt to the changing needs of its users and the demands of society (Saha, 2019 [45]).

Currently, there is a wide range of LIS courses available in India, which is tabulated in the paragraph ranging from certificate cum diploma courses in library and information science to the undergraduate (B.Lib.I.Sc.) and postgraduate (M.Lib.I.Sc.) levels, as well as at the doctoral level (Jain, Kaur & Babbar, 2007 [17]; Gupta & Kabra, 2020 [14]) [Table 1].

As an ongoing effort, over 100 universities and many other training facilities at both the national and regional levels currently provide regular LIS education in India. Additionally, several open universities, as well as state universities, provide many different types of distance-based LIS programs to satisfy the increasing job market requirements of this fast-growing profession, which is mentioned below. (Pradhan, 2014; Shukla & Jaiswal, 2025; Dutta & Das [12], 2001; ILA [16], 2026; Singh & Babbar [51], 2014) [Table 2]

Table 1. Programs offered by Institutions:

Certificate course	Certificate in library and information science	CLIB
Diploma course	Diploma in library and information science	DLIB
Degree course	Bachelor of library and information science	BLib.ISc/BLISc/BLIS
Masters course	Masters of library and information science	MLib.ISc/ MLIB/MLS
Doctoral course	PhD in Library and Information Science	PhD
Documentation course	Documentation	*Offered by DRTC, Bangalore
PGDLAN	Postgraduate diploma in library automation and networking	*Offered by JMI, New Delhi, and IGNOU, etc.
Archives & record	Certificate and diploma level courses	*Offered by NAI, New Delhi

management		
Digital conservation and preservation	Certificate/ diploma level	*Offered by IGNCA, New Delhi, etc.
MOOC courses (SWAYAM, NPTEL)	Continuous professional development courses	Choice-based credit System

Table 2. Institutions offering LIS education in India:

Central universities	21
State universities	73
Private universities	37
Open universities	20*
R&D institutions	10*
Other colleges	20*

(Means exact data not available; R&D institutions included DRTC, IISc, NISCPR, TISS, and library associations and networks).

REVIEW OF THE RELATED LITERATURE

Library and Information Science education in India has undergone a significant evolution over the past century, shifting from a traditional custodial model to a dynamic, technology-oriented discipline. However, despite its visible expansion and modernization, the literature consistently highlights the deep structural, curricular, and professional challenges that threaten the sustainability and relevance of LIS education. Scholars emphasize the need for systemic reform, quality assurance, technological integration, and continuous professional development to align LIS education with the demands of the 21st-century information environment.

One of the most persistent themes in the literature is the rapid expansion of LIS institutions in India and the resulting concerns regarding quality. Singh and Shastri [49] (2021) note that LIS education has grown to more than 237 institutions, particularly in private universities, over the last two decades. While this expansion has improved access, it has also led to serious issues regarding uniformity, quality control, and sustainability. Similar concerns are echoed by Yadav and Gohain [61] (2015), who observe that although curricula have shifted toward digital and interdisciplinary orientations, many institutions still suffer from outdated syllabi, weak infrastructure, and shortages of qualified faculty. Ansari and Munshi [2] (2024) provide a comparative perspective, showing that India faces systemic problems, such as the proliferation of schools, lack of accreditation, outdated curricula, and employability concerns, whereas countries, such as Australia maintain structured professional benchmarks through accreditation. This comparison highlights the urgent need for India to develop strong national standards and regulatory mechanisms.

Curriculum relevance and modernization form another dominant theme in the study. Chadha [9] (2019) argues that LIS education must undergo a paradigm shift driven by ICT and changing job market conditions. While the core values of librarianship must be preserved, curricula need continuous updating with new technological subjects and specialized skills. Gadagi [13] (2020) similarly notes that LIS education in India is expanding and modernizing, but still struggles to fully align with the contemporary skill sets required for information roles beyond traditional librarianship. In a case study of Andhra Pradesh, Swamy [55] (2024) identified outdated curricula and weak technological integration as major barriers to preparing graduates for dynamic, technology-driven knowledge environments. Together, these studies underline that curriculum reform is not optional but central to the survival and relevance of LIS education in the digital age.

Technological integration and infrastructure are critical concerns. Suresha and Narayanaswamy [53] (2017) revealed that most university LIS departments suffer from inadequate ICT laboratories and a shortage of technologically skilled faculty, which severely affects the quality of training. Bairagi and Lihitkar [5] (2024) extend this discussion by identifying emerging digital challenges, such as IoT, online education, and the need for interdisciplinary collaboration. They argue that LIS

education must re-evaluate its foundations to build a globally relevant knowledge ecosystem. These findings suggest that, without a strong technological infrastructure and skilled educators, curriculum reforms alone cannot succeed.

The contribution of educators and institutions in shaping the future of LIS education has been strongly emphasized in recent studies. Parvez and Basavaraju [39] (2024) highlighted LIS educators as key agents for generating knowledge, mentoring students, and driving innovation. They argue that empowering educators through research support, training, and academic freedom is essential for meaningful curriculum and scholarly renewal. Thapa [56] (2019) adds another dimension by examining leadership development in LIS programs, especially in central universities. While technical and managerial skills are addressed, soft skills, such as communication, personality development and social responsiveness are often neglected. The study recommends mentorship programs, interdisciplinary learning, and international collaboration to prepare graduates for leadership roles in the evolving information profession.

Continuous professional development (CPD) is another recurring theme in the literature. Manasa [28] (2024) stresses that in a networked environment, LIS professionals must constantly upgrade their skills to manage both analog and digital resources. The profession now serves users ranging from "Digital Fugitives" to "Digital Natives," requiring flexible and adaptive competencies in the field. Biswas and Datta [7] (2017) emphasize that library associations make a significant contribution to professional development by conducting seminars, refresher courses, and conferences that foster lifelong learning. These platforms are essential in a rapidly changing technological landscape, where formal education alone cannot keep pace with emerging demands. Research trends in LIS also reflect the broader changes in education and practice. Gupta and Gul [15] (2024), through a bibliometric analysis, show a clear shift in Indian LIS research from traditional library studies to areas, such as big data, machine learning, and altmetrics. Their findings reveal growing collaboration among major Indian institutions and with countries, such as the USA, highlighting the increasingly global and interdisciplinary nature of LIS research. This evolution suggests that educational systems must adapt to prepare students for research and practice in these emerging areas.

Overall, the literature presents LIS education in India as being at a critical juncture. Panda and Panda [38] (2019) describe it as a hybrid system operating between traditional and digital environments that requires continuous skill development to manage this dual reality. While modernization is visible, deep-rooted problems, such as lack of accreditation, uneven quality, outdated curricula, weak infrastructure, and insufficient faculty development continue to hinder progress. Comparative studies, particularly those by Ansari and Munshi [2] (2024), demonstrate that structured accreditation models from countries, such as Australia offer valuable guidance for systemic reform in India.

Objectives

- To map the origin and development of library and information science education in India.
- To evaluate emerging changes, including curriculum advancement, ICT integration, multidisciplinary methods, and the impact of global practices.
- This study aims to identify the key challenges faced by LIS education in India, such as issues with job prospects, outdated curricula, inconsistent standards, poor infrastructure, and quality control.

PRE-INDEPENDENCE ERA: GENESIS AND GROWTH

The Origin of Library and Information Science (LIS) education in India dates to 1911, when W. A. Borden established a short-term training curriculum in library science at the Central Library in

Baroda, under the patronage of Maharaja Sayajirao Gaekwad of Baroda. This initiative marked the beginning of professional librarianship training in the country and laid the foundation for future library education in India (Kumar & Sharma [24], 2010). Later, Asa Don Dickinson was assigned to organize the library at Punjab University, where a three-month LIS course began in 1915 (Satija [46], 1993). Consequently, Punjab University became India's first university to offer formal study in library science. It also released the first book on LIS education, *The Punjab Library Primer*. The first certificate program in library science was offered at the Imperial Library in Calcutta in 1929. A diploma program was introduced in 1935. Subsequently, Madras University introduced diploma programs in library science in 1937, followed by Banaras Hindu University in 1942, Bombay University in 1944, Calcutta University, and the University of Delhi in 1946. Aligarh Muslim University (AMU) is credited with starting a bachelor's course in library science in 1958. The first library science department was established at the University of Delhi in 1946 (Mangla [29], 1994), and in 1947, it began enrolling students for a postgraduate diploma program in library science. Following India's independence, full-time library science courses were offered at multiple institutions throughout the nation. These departments subsequently added undergraduate, graduate, and doctoral library and information science degree programs to their list of offerings (Ansari & Munshi, 2024 [2]; Aute & Save [4], 2024; Singh [50], 2003).

Post-Independence Era: Committees And Commissions

After Independence, before focusing on the Committees on Library and LIS education in India, two important commissions must be mentioned. Two commissions shaped Indian education: the Radhakrishnan Commission (1948–49), which called the library the heart of institutions, and the Kothari Commission (1964–66), which highlighted the role of libraries and trained library professionals in education and research (Joshi [18], 2010).

University Education Commission (1957)

The Government of India established the University Education Commission in 1948, chaired by Dr. S. Radhakrishnan, to assess the challenges facing higher education. Drawing upon the recommendations of the Central Advisory Board of Education and the Inter-University Board, the Commission proposed wide-ranging reforms to enhance academic standards. The report accorded high priority to the strengthening of university libraries as an essential component of quality education. It also recommended that university librarians should possess qualifications comparable to a doctoral degree in Library Science (Ministry of Education, Government of India [31], 1949), highlighting the importance of research and advanced training in the field. Acting on these recommendations, the University of Delhi introduced a postgraduate program in Library Science in 1949, followed by the launch of doctoral programs during the 1950s. The first PhD in Library Science was awarded in 1958 (Biswas [6], 2021).

Kothari Commission (1964)

The Education Commission was set up in 1964 with Dr. D. S. Kothari as chairman, with the intention of reviewing the whole educational system in the country. It is more commonly recognized as the Kothari Commission, which provided its final document on the educational system in 1966. As part of this review of the education system, The Kothari Commission assessed the status of academic libraries and provided recommendations to improve them, including the establishment of library departments in universities, the appointment of librarians as academics and full-time faculty members in library schools, and the separation of academic library service within libraries from the administration and maintenance of libraries (Khan [22], 1996). The Kothari Commission's recommendations served to further strengthen library science education in India, along with the earlier recommendations of the University Education Commission for 1948–49, which also emphasized professional training and research-based teaching as two of the foundation blocks of LIS education in India.

Ranganathan Committee (1957)

The University Grants Commission (UGC) constituted a committee in 1957 under the leadership of Dr. S. R. Ranganathan to examine the challenges faced by university and college libraries. The committee's findings were later published in 1965 in a report titled *The Development of University and College Libraries*, commonly referred to as the UGC Library Committee Report. The report provided a comprehensive review of issues related to academic libraries, with particular emphasis on the education and training of library professionals and the promotion of research in Library and Information Science. It further recommended the establishment of a separate body to assess and standardize teaching, examination, and research practices in library schools (UGC, [57–58] 1965).

Review Committee (1961)

The UGC commissioned a Review Committee in 1961 to assess the teaching and research standards of Library Science in Indian Universities, chaired by Dr. S. R. Ranganathan, recognizing the need for such an initiative. The result of the Review Committee's efforts was published as "Library Science in Indian Universities" in 1965 and included relevant recommendations for Goals and Purposes; Curriculum Development; Methodology of Instruction; Examination Structures; Facilities for the Department of Library Science; Minimum Qualifications for Admission and Teaching Positions at the Degree, Master's, and doctorate levels. The Review Committee recommends that Library Science Departments have equal rights to leave, vacation, support with academic issues, and representation on the Board of Representatives of Universities, as do all other Departments of a University (UGC, [57–58] 1965).

Advisory Committee (1958)

The committee proposed a plan for the library system in India in 1958. The plan was for the Ministry of Education (Government of India) to form a committee of nine members and appoint Shri K.P. Sinha as chair. The committee's report primarily focused on developing public libraries but included recommendations regarding professional training and research. Specifically, the report recommended that universities create opportunities for conducting research in library science and provide funding for research projects within library science departments at universities (Government of India [32], 1959).

Committee On National Policy on Library and Information System (CONPOLIS, 1985)

The Government of India formed a committee chaired by Professor D. P. Chattopadhyaya in October 1985 to develop a National Policy for Library and Information Systems. In May 1986, this committee completed its work and issued its final report, which included a recommendation for establishing an independent National Centre for Library and Information Science to meet India's requirements for developing advanced education and research in this area (Majumdar, Bhalla, & Chander [26], 2003).

Curriculum Development Committee (1993)

The Library and Information Science Curriculum Development Committee (CDC) was formed by the University Grants Commission (UGC) in 1990 under the chairmanship of Professor P.N. Kaula. The committee held a series of discussions, finalized its efforts in 1993, and submitted its final report, along with proposed model syllabi, to the UGC for consideration. That report is published as the "Report on Library and Information Science Curriculum Development Committee." The key recommendations were to bring all LIS programs in line with the current course content. In addition to course content, the CDC provided recommendations regarding who should be admitted to a program, what language would be used for instruction, the requirements for faculty members, methods used by faculty members to teach students, the use of a departmental library within the department, combining workshops and laboratory work within the curriculum, internship programs, organized educational field trips, and the establishment of a national body for accreditation (UGC, 1993 [59]; Kaula [20], 1993).

Curriculum Development Committee (2001)

The Second Curriculum Development Committee for Library and Information Science was created by the UGC in 2000 under the leadership of Dr. C.R. Karisiddappa. The model curriculum report prepared by the committee in 2001 proposed an educational framework of information technology and basic library science combined as a single curricular area. The purpose of the Curriculum Committee was to provide a balanced approach between traditional library science (e.g., bibliographic instruction and reference services) and emerging technologies. The Model Curriculum also proposed the provision of a specific academic structure (hours of study, grading, course schedule, and departmental infrastructure), as well as a strong recommendation to offer an integrated master's degree program (UGC, 2001 [60]; Karisiddappa [19], 2001).

National Knowledge Commission (2005)

The National Knowledge Commission (NKC) was established on 13th June 2005 as an organization to advise the Prime Minister of India on appropriate strategies and policies that could help India develop knowledge-based institutions. In 2007, NKC published a report that included recommendations regarding the establishment of a National Commission on Libraries and the creation of a National Mission to examine and assess library and information science (LIS) manpower and research needs. NKC also proposed the creation of an "Indian Institute of Library and Information Science (IILIS)" to become the leading institution to provide advanced training and research and development (R&D) for LIS. It would serve as the main source for identifying, supporting, and implementing R&D efforts in both current and emerging areas related to LIS (Kaur [21], 2015).

National Education Policy (2020)

As part of the changing times, Library, and Information Science (LIS) programs are changing their curricula by adding Digital Skills, Big Data, Artificial Intelligence, and New Technology through the latest developments in Information Technology. The National Education Policy (NEP) of India, 2020, provides an environment for the modernization of education in India via the introduction of a modern, Skills-Based, Inclusive model. The NEP 2020 emphasizes the important role of libraries and LIS institutions in promoting equity in education and opens up educational opportunities to students who would not otherwise have had access to these knowledge sources. Libraries are now being viewed as interactive learning environments capable of fostering collaborative projects, cross-disciplinary work, creativity, digital competencies, and independent study. By providing better Library Facilities, greater Digital Collections, and better Professional Development Opportunities, Libraries are helping to fulfill the Vision of NEP 2020, "Equitable and Technology-Driven Education." The NEP 2020 also suggests that a framework be developed for the establishment of a National Library Services Framework (NLSF) that will support the delivery of equitable Library Services throughout India and reduce disparities between regions and social classes (Lanhiamliu, 2026 [25]; Das [11], 2025; Sutar [54], 2024).

Emerging Trends

In today's digital age, technological advancements are revolutionizing Information Science through the development of innovative approaches to managing data, information, providing a streamlined user experience, and increasing the efficiency and effectiveness of libraries and information centers (Mupaikwa [5], 2024). The use of artificial intelligence (AI) is a significant factor contributing to the development of new methodologies, from traditional to contemporary, technology-based methodologies in information science (Malakar et al. [27], 2025).

- *Technology-related programs:* These include Information Management, Online Services, Database Management, Digital Preservation, Software Use, and Digital Retrieval of Information. Teaching Students How to Organize, Manage, Access, and Search Digital Information (Manasa [28], 2024).
- *Developing web-based courses:* These include Cybersecurity, Web Application Design, Web Designing, e-learning/e-publishing/web-publishing, and Information Architecture. Coverage Areas in the Digital Age and Digital Culture (Kumar [42], 2013).

- *Moving toward more practical teaching and learning methodology:* Strongly promote 'hands-on practice learning. Consistently Combine Theory & Practice Components throughout the Curricula.
- *Introducing increasingly specialized, skill-focused papers to maintain current digital developments*. Encourage Lifetime Learning through Continuing Educational Programs (Margam & Pandey [30], 2025).
- Provide Certificate and Short-term Courses for Areas in Overwhelming Demand, such as: PGDLAN, Web Management, Knowledge Management, Digital Preservation, Software Handling, and Database Administration.

ISSUE & AND CHALLENGES

In India, Library, and Information Science (LIS) education has improved significantly since independence; however, there are still many deficiencies regarding the quality and consistency of the education and training. Researchers studying the development of LIS education in India have identified several critical areas that are missing for future growth and improvement. (Manasa [28], 2024; Mushtaq & Ahmad [33], 2021)

- Teaching methods in LIS still largely rely on traditional “chalk and talk” approaches, while practical, real-life, and hands-on training is limited. Apprenticeships and internships are generally not included in most LIS programs, although some integrated programs have recently begun to adopt this model (Ninh & Nguyen [36], 2024).
- Inadequate funding remains a major barrier to improving LIS education, as the field requires strong infrastructure, information resources, services, and modern laboratory facilities to enhance teaching and research (Ninh & Nguyen [36], 2024).
- LIS research also suffers from limited financial support, and funding bodies, such as UGC and universities have not given sufficient priority to strengthening LIS schools with special grants (Pachauri [37], 2023).
- India lacks a dedicated national policy for LIS education, despite recommendations by the National Knowledge Commission, resulting in weak planning and inefficient use of academic and technological resources (NKC [34], 2007).
- There is a serious shortage of qualified and experienced LIS faculty, with many departments relying on ad-hoc, low-paid, and inexperienced staff or even a single permanent teacher supported by guest faculty (Manasa [28], 2024).
- The proposed National Institute of Library and Information Science is expected to improve faculty training and professional development (Rehman et al. [44], 2025; Margam & Pandey [30], 2025)
- A wide gap exists between theory and practice in LIS education due to poor laboratory and library facilities, leaving many graduates with limited practical skills (Rehman et al. [44], 2025; Kaur [21], 2015).
- There is a growing need for short-term and specialized courses to prepare LIS professionals for emerging and diverse employment opportunities (Pawar & Ghante [40], 2025).

METHODOLOGY

This study employs a qualitative, descriptive, and interpretive research method to evaluate the evolution, emerging trends, and challenges faced by LIS education in India. It relies solely on secondary data from academic sources accessible via databases, including books, conference papers, and peer-reviewed journal articles (Ansari & Munshi [2], 2024). Relevant research was carefully selected to emphasize important topics, including curriculum development, technological integration, faculty roles, professional competencies, and institutional challenges. Through systematic reading, organization, and interpretation of the text's contents, the data were examined using thematic content analysis. Nevertheless, this methodology provides a reliable and theoretical framework for understanding the evolution of LIS education in India, its adaptation to recent advances, and the

limitations that continue to impact its relevance and quality.

RESULT AND DISCUSSION

The existing scenario of LIS education in India reveals a pressing requirement for improving quality standards. This is necessary both to safeguard the discipline's relevance and to enable it to address future challenges and transformations. Although abundant information serves as a national strength, its effective organization and management are equally important. Expanding and strengthening LIS programs, especially within state universities, will support the development of skilled professionals capable of driving the growth of the discipline and contributing effectively to the nation's information economy (Shukla & Jaiswal [47], 2025). The development of Library Science (LIS) curricula is an evolving and dynamic process that reflects the ever-changing landscape of information as well as the diverse needs of LIS professionals. Many recent studies have noted that there is an increasing need to revise the curriculum to meet the needs of our times, especially considering the emergence of globalization and the Fourth Industrial Revolution (Song et al [52]., 2023). A shift from traditional libraries to digital libraries, a transition from service-oriented approaches to user behavior–centered studies, and increased utilization of databases. In addition, emerging research areas include ICT, technology acceptance models, interoperability, and related challenges (Zhang & Liu [62], 2024; Krishnamurthy [23], 2020).

Information science has largely developed through the integration of information technology, with growing emphasis on information users and data acquisition. New research themes, such as Artificial Intelligence, Machine Learning, Robotics, Cloud Computing, Big Data, IoT, Knowledge Management, Information Retrieval, Informetrics & Scientometrics, Citation Analysis, have also gained prominence (Bairagi & Lihitkar [5], 2024). Library science and information science share several overlapping concepts, including information retrieval, services, theoretical frameworks, usage methods, and database development. However, library science primarily focuses on reading habits, public libraries, information sharing, and public information literacy, whereas information science places greater emphasis on competitive intelligence and information analysis (Siddique et al. [48], 2023). In the early stages, library science research primarily focused on libraries and their users, whereas information science concentrated on scientific communication, citation analysis, and informetric studies. Nevertheless, both fields exhibited considerable overlap in areas, such as database development, information retrieval, services, theoretical foundations, and methods of information use. [61, 62] The key distinction lies in their emphasis: library science prioritizes reading practices, public library studies, information sharing services, and information literacy, while Information Science emphasizes artificial intelligence, information repackaging, synthesis, and analysis (Song et al. [52], 2023; Cen [8], 2025).

CONCLUSION

In conclusion, the evolution of LIS education in India demonstrates a steady transition from informal training to a well-structured academic discipline. Despite challenges related to quality, infrastructure, and faculty, sustained institutional support and reform efforts have strengthened LIS education (Aman & Sharma, 2005). This historical foundation continues to guide its modernization, enabling the integration of digital technologies and global practices to meet the changing needs of the knowledge society. At present, library, and information science offers more than just preparing individuals to serve as librarians. Today, LIS provides an educational path for both managers and users of knowledge. In contrast to decades ago, when the focus was only on preparing librarians to manage libraries, today's LIS educational programs prepare individuals for diverse careers managing and using information flowing from library collections.

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