

Chapter Thirty Nine

A COMPARATIVE STUDY OF LIBRARY AND INFORMATION SCIENCE (LIS) EDUCATION A CASE OF KENYA AND INDIA

Goshie Rhoda Wusa

Federal University of Technology Minna, Niger State, Nigeria.

Email: mamawusa.77@gmail.com

Phone No: +2348035054080, +254790131922

Abstract

Library and Information (LIS) as the name implies is a combination of two fields namely Library Science and Information Science. The joint term is associated with schools of Library and Information Science (SLIS). Most of the education transformation efforts worldwide are focused on how education, which is very laudable, but very little, is being done about the what. In this era of knowledge economy and information society, information is the driving force of any kind of societal development in all sectors of economy, intellectual and culture. The key is the delivery of information to the society. LIS is the academic and professional study of how information and information carriers are produced, disseminated, discovered, evaluated, selected, acquired, used, organized, maintained and managed. The origin growth and development of library programs varies from one country to another. The emergence of Information and communication technologies (ICTs) particularly, the internet and other related technologies have brought about a fundamental and dramatic shift in global educational system which is changing by day. The purpose of this paper is to compare the Library and information Science (LIS) Education in Kenya and India for the progress of the programs in other parts of the country. The paper listed the challenges that could likely stand as a stumbling block to LIS Education. Recommendations were provided at the end the paper.

Introduction

Library and information science is the academic and professional study of how information and information carriers are produced, disseminated, discovered, evaluated, selected, acquired, used, organized, maintained and managed. Library and information science as the name *implies is a combination of Library science; and information science* (Muthu&Veerapandi,2013). LIS education has grown from a need based in-house basic training lasting for three months to the modern postgraduate program offered in the universities. This is obtainable from inception of LIS schools in the world. The origin, growth and development of LIS program varies from one country to another. (Greer & Fowler, 2007).

The first use of this combined term was in the School of Library Science at the University of Pittsburgh, which added information science to its name in 1964 (Galvin, 1977). Thereafter followed other American library schools, and by the 1990s almost all former library schools had added information science to their names. A similar development has taken place in many other parts of the world (Bawden & Lyn, 2018). This shift in naming has generally been motivated by a growing emphasis on the application of new electronic and computer technologies.

Library and Information Science (LIS) education is central to sustaining development in any nation. It equips individuals with the knowledge and skills to effectively manage much-needed information and knowledge resources in organizations. (Felesia & Mulauzi, 2018). Library and

Information Science (LIS) is an interdisciplinary domain concerned with creation, management, and use of information in all its form. Taught in colleges and universities at the undergraduate and graduate levels a subject of research in both industry and academia, LIS brings together a variety of theoretical approaches. (Capurro & Rafael, 2016).

Information Technology is the modern Science of assembling, enhancing, processing and communicating desired types of Information in a specific environment. In the present system of education, information technology is used for communication between student and teacher, in which different technology with different devices like computer, internet and laptops are being used to create variety of learning environments. In this era of knowledge economy and information society, information is the driving force for any kind of societal development in all sectors of economy, intellectual and culture. The key is the delivery of information to the society. (Anderson & Jack, 2015).

Library and information science education is undergoing rapid growth and development in Kenya. Initially Kenya had only two universities; Moi and Kenyatta offering degree and post graduate degree programs by 2007, and these were public universities. Today there are nine public universities and four private universities offering degree programs. This growth may have initially been market driven, but with time, it is necessary to heed the warning that "growth is not necessarily justified by market needs" (Shogwe & Ocholla, 2012). According to Shogwe & Ocholla (2012) there is the believe that the bottom line is to develop a broad-based LIS curriculum, such as the one instituted at Moi University in Kenya, which teaches the blend of traditional Librarianship, Archives and Records Management, Publishing and Information Technology. The author further recommended that students should be allowed to gain job-related experiences during formal education through more practical work (example, experiential learning, field assignments and service learning).

Kenya, unlike South Africa has a four year undergraduate course. However, those who have a diploma in LIS are allowed to join the undergraduate course in second year, a policy that is commonly referred to as "credit transfer". For a student to qualify for a master's degree in LIS, the student ought to have an undergraduate degree in the same field. The master's degree is in mainly two models: Course work and thesis/project; or thesis only. Doctoral degree programs are only open to students who have attained a master's degree. The doctorate programs like the master's degree is by coursework and thesis; or thesis only. Most LIS schools integrate information related fields such as Publishing and Media, Archives and Record Management, Information Technology, Knowledge Management within a holistic LIS qualification. (Kavulya, 2007).

However, there are others who offer these fields as autonomous such that an undergraduate may specialize in any field among the following Publishing and Media, Archives and Record Management, Information Technology, Knowledge Management and Library Studies. Other fields that are finding their niche in the LIS curriculum, whether integrated or autonomous are "leadership" and "financial management".

At present LIS education in India covers a wide spectrum of courses ranging from low level certificate and diploma in library science to bachelor and master degree in library and information science and to high level M.Phil. and Ph.D. programs. Presently in India, Library and Information Science (LIS) education is imparted in more than 118 universities and institutions. With the growth of information technology, LIS Schools have understood the need of periodic examination and analysis leading to necessary changes and improvements in curriculum for the interpolation of new and fast developing areas of information technology and computer science. Most of the library schools and departments have revised or in the process of re-designing their curricula. In their curricula, courses relating to traditional library science with names such as "History of books" and "Libraries" disappeared. Instead, many computer-related courses were added. Examples of some of the topics taught in India includes the following; An Introduction to Computers, Programming Design Database Management, Computerized Information Networks, Design and Analysis of Computer Application Systems and Computerized Information Retrieval.

The situation has changed drastically over the years and almost all the faculty in LIS departments are expert IT specialists and they teach exceptionally well. However, it is a bare fact that LIS education is not all about Computer & ITs. It has some basic issues & theories pertaining to the

techniques of common library practices like organization & dissemination of information, selection of books, techniques of bindings (which we were taught in our Physical Bibliography classes), Indexing & techniques of database searching etc. (Krishan & Sharma, 2008).

Dr S. R. Ranganathan conceptualized Documentation Research and Training Centre (DRTC), Bangalore under the auspices of Indian Statistical Institute in 1962 for imparting a specialized training program in documentation. DRTC was conducting a course leading to "Associateship in Documentation and Information Science" (ADIS) but now it is labeled as Master of Science in Library and Information Science since 2008. During 1980's, in addition to formal teaching courses, some universities introduced correspondence courses at various levels. While M. L. Sukhadia University and Kashmir University introduced correspondence course at certificate level, Punjabi University started a diploma course and University of Madras initiated postgraduate courses. Andhra Pradesh Open University started a degree course in 1984. (Patel & Krishan, 2001).

Indira Gandhi National Open University (IGNOU), New Delhi, introduced BLIS in 1989. It has played a pioneering role in LIS education, and conducts BLIS, MLIS, Ph.D. and PGDLAN (one-year postgraduate diploma) like courses through correspondence mode. (Krishan & Sharma, 2010). The decade 1990's is labeled as the "period of modernization" and "period of consolidation" in the annals of LIS in India (Krishan Kumar & Sharma, 2008). (Khoo, & Lin, 2009). In 2004 there were 146 library schools 85 university level library schools, 27 offering LIS courses through correspondence or distance education and 32 colleges and institutions conducting different LIS programs, 2 organizations, NISCAIR and DRTC offering two year Associateship in information science (Jagtar, 2004).

In 2005, government of India constituted National Knowledge Commission. This commission has also identified the role played by libraries in creating knowledge societies and has recommended the creation of LIS education at advanced level in India. The New trends and technologies have become an essential resource in LIS and have started revolutionizing the process of teaching and learning. Now a classroom has evolved from the days of chalk and talk to the use of overhead projectors and Multi-media. Teachers-need to be trained to handle information technology-in the teaching learning system because the introduction and the development of IT in schools depend only on the quality of the teachers handling it.

LIS Education in Kenya s after independence.

Library and Information Science education (LIS) in Kenya has witnessed the expansion and growth in the number of students admitted, Programs, mode of study and curriculum diversification since the first LIS school opened its door in 1984. This has been in tandem with changes and development that has taken place in the global society and the Kenyan society in particular. Most LIS schools are within higher education institutions. Education in Kenya has seen unprecedented growth both in the number of institutions from 7 to 22 public Universities in 2011 to 2014 (Rukwaro & Otike, 2014). Public diploma colleges have also increased to 13. Reasons for this growth is the government's efforts to achieve Vision 2030 development blueprint of "transforming Kenya into a newly industrializing middle income country" (GOK, 2007).

This vision is anchored in three pillars: economic, social and political. Information is key to the achievement of Vision 2030. It is against this backdrop that LIS education has been expanding and developing to provide manpower for the Kenyan market of information provision and knowledge management. The first LIS school was started in Kenyatta University in 1984 although prior to this, Kenya used to train on diploma and certificate courses in some of the following institutions; Siaya Institute of Technology, Siaya, Regions group International college, Sotik Branch Sotik, Eldoret Aviation College, Edoret, Bumbere Technical Training Institute, Busia, Kericho Technical Institute, Kericho, Kisumu Polytechnic, Kisumu, Kenya Institute of Applied Sciences, Eldoret, Kisii University College Main Campus, Kisii, Kenyatta University, Nairobi, Kenyatta Methodist University, Meru, and Moi University.

Library and Information Science education is undergoing rapid growth and development in Kenya. Today there are nine public Universities and four private universities offering degree programmes. Egerton University, catholic University, Ksii University, University of Nairobi, Technical University of Kenya, Inoorero University and University of Kapianga among others. This growth may have initially been market driven, but with time, it is necessary to heed the warning that "growth is not necessarily justified by market needs" (Shogwe & Ocholla, 2012) LIS education started in 1984, 1988, 2003 in Kenyatta University (KU), Moi University (MU) and Egerton University (EU) respectively. The need that drove to the development and implementation of LIS training was to train personnel to manage information in various organizations due to the shortage of staff experienced. KU, whose core competency by 1984 was to produce teachers in the nation endeavored to produce teacher librarians to man primary teacher training colleges and teacher resource centres. (Kavulya, 2007).

Library and Information Science Education in India after Independence

LIS education in India started in 1911, when the Baroda School was started by WA Baroda(1853-1993) due to the initiative taken by Syaji Rao Gaikwad II (1862-1939) the then Maharaja of State of Baroda(Khumar & Praven, 2019). Since then, India has not looked back and has been striding high in the ladder of LIS education. Today nearly 100 Universities in India are running the LIS courses and imparting Certificate Course to M. Phil and Ph.D. Before independence, only five universities were offering the diploma course in library Science. (Singh, & Moirangthem, 2015). After independence, more colleges, universities, educational institutions and learned societies were emerging and the need for professionally qualified personnel to manage their libraries was realized. (Pradhan & Sanghamitra, 2014) As a result, the number of institutions offering library science started to increase. Presently in India, Library and Information Science (LIS) education is imparted in more than 118 universities and institutions. A total of 105 universities provide Bachelor of Library and Information Science (BLIS) courses, 78 universities provide Master of Library and Information Science (MLIS) courses, 21 are offering two-year integrated courses, 16 universities provide M.Phil. In Library and Information Science, 46 universities provide Ph.D. in Library and Information Science and 2 Universities provide D.Litt. Degree. (Muthu & Veerapandi, 2013).

Later departments started developing their own computer centers. Curriculum reforms also took place in 1992 with the directive coming from the Curriculum Development Committee Report 11 headed by Prof. P.N. Kaula, the doyen of LIS teachers. It recommended course contents for BLIS, MLIS as well as integrated two-year MLIS degree. In fact, it directed the universities to switch over to the integrated mode of education. The decade also gave birth to library and information networks (INFLIBNET, DELNET, CALIBNET, etc.) in India to overcome the increasing resource crunch. Alongside, the developments in telecommunication technology were also slowly incorporated in the curriculum. LIS entered the new century with the CDC report 12 in 2001, emphasized to face the onslaught of ICT.

The latest development is the introduction of education in which the IGNOU took the lead by introducing MLIS in the e-mode in 2008. Some of the institutions / university offering LIS courses ; includes; Aligarh Muslim University (AMU), Aligarh, Andhra University (AU), Visakhapatnam, Banaras Hindu University (BHU), Banaras , Devi Ahilya Vishwavidyalaya (DAV), Indore , Gulbarga University (GUU), Gulbarga , Guru Ghasidas Vishwavidyalaya (GGU), Bilaspur , Guwahati University (GU),Guwahati., Jadavpur University (JDU), Kolkata , Jammu University (JAU), Jammu , Jiwaji University(JIU) , Gwalior , Kurukshetra University (KU) Kurushetra , North-Eastern Hill University (NEHU) , Shillong , Osmania University (OSU), Hyderabad , Pt. Ravishankar Shukla University (PRSU), Raipur, Punjab University (PU), Chandigarh , Rabindra Bharati University (RBU), Kolkata and Sambalpur University (SU), Burla. (Krishan & Jaideep, 2010).

Growth, expansion and changes in LIS education and training in Kenya and India

The programs that MU started in 1988 was Bachelor of Science (Information Science), Bsc (IS) with a class of 45 students. Initially, this programs took three years, but it later changed to four years as a result of changes in the Kenyan education system. Later, Postgraduate programs at Masters and PhD

levels started. The Masters programs that were started were; Master of Science in Information Technology, Master of Library and Information Studies, Master of Science in Publishing Studies, Master of Science in Records and Archives Management, Master of Science in Information Science. Other programs that were started, although at diploma level were; Diploma in Information Technology, Diploma in Journalism and Mass Media, Diploma in Publishing. Egerton University started Bachelors of Library and Information Studies, a four year programs with a class of 19 students. Later, a diploma programs in Library and Information Studies was started. A Masters" in Library and Information Science was mounted in 2014. Kenyatta University started with the following Masters programs that Bachelor of Education graduates were eligible to apply for; Master of Education (Teacher Development Centre (TDC), Master of Education (Primary Teachers (PT) and Master of Education (Library Science).

Later, Kenyatta University mounted Bachelor of Library and Information Studies. The reason given for mounting the programs in the three universities was to meet the market needs for personnel with different levels of skills and competencies. This growth may have initially been market driven, but with time, it is necessary to heed the warning that "growth is not necessarily justified by market needs" (Shogwe & Ocholla, 2012). These authors opined that there is a need to put in measures that will ensure the employability of LIS graduates. pointed out that the current LIS programs in the country do not address the current job market requirements due to inadequate teaching resources at LIS training; lack of adequate ICT content in the courses; inadequate length of courses; courses that are outright irrelevant to the job market and inadequate industrial attachment for LIS students. (Kavulya, 2007)

Further and more recent study by (Amunga & Khayesi, 2012) seem to indicate that nothing has really changed. The study results indicated that there is a shortage of staff teaching in LIS schools, lack of information resources and other teaching/ learning facilities, low completion rates and wastage, and low funding of LIS schools. (Amunga & Khayesi, 2012), suggest that "since more and more employers are moving towards knowledge management (KM), it may be advisable for LIS schools to integrate KM in the curricula". Another important event that has a role in the growth and development of LIS education in the country is the setting up of the Review Committee for LIS education in the country in 1961 under the chairmanship of Ranganathan. In 1965, the Committee gave recommendations that had far reaching impact on LIS education. Some of these included; to have separate faculty for teaching, do away with librarians acting as part-time faculty, delineated separate objectives for BLIS and MLIS courses; anyone seeking admission in LIS courses should have done a six months apprenticeship in recognized library, and a student teacher ratio of 1:10 for BLIS and 1:5 for MLIS. (Kumar, & Sharma, 2014).

Curriculum content of LIS in India

Curriculum is the core of the reform. Most of the library schools and departments in India have revised or in the process of re-designing their curricula. In their curricula, courses relating to traditional library science with names such as "History of books" and "Libraries" disappeared. Instead, many computer-related courses were added.

Examples of some of the topics included are: An Introduction to Computers, programming Design, Database Management, Computerized Information Networks, Design and Analysis of Computer Application Systems and Computerized Information Retrieval. (Jadhav, 2014).

Curriculum Content of LIS Kenya

Library and Information Science education is undergoing rapid growth and development in Kenya. Initially in 1984 Kenya had only two Universities; Moi and Kenyatta offering degree and post graduate programs by 2007, and these were public universities. Today there are nine public universities and four private universities offering degree programs (shogwe & Ocholla, 2012). Library and Information Education LIS in Kenya has witnessed expansion and growth in the number of students admitted, mode of study and curriculum diversification since the first LIS opened it door in

1984. The curriculum content in Kenya includes the following Material selection; Collection building and collection management, Cataloging and classification of documents, Reference work, bibliography and documentation, Subject literature of specific domains: humanities, social sciences, science and technology, Fiction, Literature for children and other special groups. (Hashim & Mokhtar, 2012).

Most LIS school integrate information related fields such as publishing and media, archives and record management, information technology, knowledge management with information technology, library studies and other fields that are finding their niche in LIS curriculum whether integrated or autonomous are leadership and financial management. But the LIS educators have realized the need of tapping into emergent information markets such as publishing, media, record management, information technology and leadership among others. According to (Rauhala, 2011) in her study on graduates of Tampere Finland states that the graduates in information science find job opportunities from variety of sectors such as; research, education, management, customer service, marketing and sales, administration, communication and media.

Graduates have to find out where their professional passions lies choices they make during their studies do define their future professional path". Librarians and information Professionals must be someone with multi- skills, multitasking abilities and competent in areas of work such as management, communication, language and public relation and others. (Monika & Harrison 2016).

Challenges of LIS Programs in Kenya and India.

LIS education faces various challenges in Kenya and India. These challenges includes; Lack of funding of LIS school and department, lack of career opportunities, lack of unified curriculum, lack of updated syllabus and lack of relationship between development and LIS.

Lack of funding of LIS schools and departments

LIS schools and department receives more lower funding when compared to other disciplines in applied and natural sciences because of rapid technological changes in the information environment, resource support is fundamental for the growth and sustainability of LIS schools and department. LIS education and training is becoming highly dependent on modern computer hardware and software, efficient internet access and connectivity. Unfortunately funding of LIS in Kenya and India does not meet these requirements.

Lack of career opportunities.

Ocholla and Syman (2005) argued that although libraries are reported to be the biggest employers of LIS graduates in Africa, increasingly career opportunities in emerging LIS markets are noted in Kenya and India. The authors noted that apart from career opportunities in libraries, there were rapidly growing career opportunities in the non- library sector or emerging market. The emerging market has forced most LIS schools in Kenya and India to re-orient their curricula to meet the needs of the new market in order to survive.

Lack of unified curriculum

Most curriculums in LIS in Kenya and India Curriculum do not fit into the job market. (Shogwe & Ochola, 2012) pointed out that LIS curriculum should be developed to meet the market needs.

Lack of updated syllabus

The LIS curriculum must empower the present and future professional potential to meet the societal information needs in a timely manner without any bottleneck. Many LIS schools and Universities have not updated their syllabus since long time, which requires to be updated.

Lack Relationship between development and LIS

Until now, science and technology was regarded as the most important element in development, and it was given priority in universities. The process of advancement depends on knowledge ability, creativity, responsible and self-confident. People's progress relies on the power of people that includes

librarians who are providing useful information for individuals and organizations who play a crucial role in development. Libraries provide an environment where every user can flourish. (Nowkarzi, 2004).

Recommendations

1. Proper planning and funding of LIS schools and departments should be provided. Advocate for more fundings for LIS schools and departments to ensure investment in adequate and qualified human resource, infrastructure and activities in the training of LIS graduates. (Amunga & Kheyesi, 2012).
2. The LIS curriculum must include core LIS subject/ courses/ modules such as information and knowledge management, information storage/ seeking and retrieval, knowledge representation and ICTs. (Edegbo, 2011) recommends that the curricula should be overhauled drastically to be in step with the market.
3. Stakeholders should secure skills and be market ready through practical work, internship and voluntary work. Stakeholders should be involved in LIS education and fresher courses should be made available to LIS workers. (Ocholla , 2008) states that LIS institutions should collaborate and partner in a country internationally and regionally in teaching, research , studies/ staff exchanges, conferences, workshops, publications and research.
4. Syllabus should be revised from time to time with the advent of information technology changes. (Tumuhairwe, 2013) recommends the need to revise and improve curricula for library schools toward inclusion of indigenous knowledge and multicultural issues.
5. There should be extending and boundary of intellectuality and reasoning beyond mere recitation and thinking globally and acting locally. (Kaijberg, 2008) recommends that it is urgent for LIS educators to deliberately address the development and curriculum coverage of knowledge management as an emerging and frequently commercially oriented field

Conclusion

The LIS programs started in Kenya and India in 1911 and 1984. It expanded from a fairly traditional program that offer courses only for librarians to a total open program that provides for information professionals to provide a competitive advantage in the information industry. The LIS course and schools has expanded tremendously in Kenya and India. Information science is an extremely dynamic subject, constantly being influenced by technology and new role players. It has been predicted that a country that leads information revolution will provide to be more powerful than any other country. The significance of the role of Library schools and universities to train manpower for coming decades can contribute to the progress of the nation.

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