

Internationalizing Library and Information Science to Translate into Digital Science

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ABSTRACT: *Internationalisation integrates international dimensions into teaching, research, and services. The study accentuates the National Education Policy (NEP) 2020 and its perspective on the internationalisation of education and evaluates the NEP 2020 parameters for internationalisation in the LIS programmes of two top-ranked universities of India and an open university; altogether, three universities were selected under study. Further, IFLA Guidelines for Professional Library and Information Science (LIS) Educational Programmes (2022) was used as a benchmark to compare LIS programmes in India. Studies show that the LIS curriculum in Indian universities follows IFLA guidelines to a great extent. LIS programmes in India have incorporated ICT application, theory and practice to meet global changes. However, there are some areas where there is a gap, like the lack of an accreditation system and less emphasis on the development of skills for providing information services and community outreach, which need to be addressed.*

Keywords: Internationalization, Education, NEP 2020, LIS Curriculum, IFLA

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1. Introduction

The shift towards digitalisation has introduced new implementation hurdles, raising doubts about whether current internationalisation strategies in education are strong enough to adapt to the changes. Scholars advocate for adjustments to fundamental factors driving internationalisation, like subjects' unique benefits and global implications.

This research explores practical applications of international librarianship through technology, drawing on various examples from different fields to illustrate effective professional practices in international librarianship. It includes an analysis of documents to identify recurring themes in these practices, such as networking, education, and digital technology. This research aims to enrich the existing literature on international librarianship by incorporating established practices and preparing the groundwork for the primary research project within this domain.

This research delves into the concept of international librarianship, explaining the motivation behind revisiting its practices

in both domestic and international contexts. It presents a range of definitions and viewpoints from library literature, including discussions on global expressions and the impact of technology in its application. Additionally, it offers insights from higher education literature that could enhance its understanding and application for librarians, including the importance of internationalisation within one's own country and the concept of transnational education. Its goal is to lay the foundation for the international orientation of library science education, which will be this work's centre-piece.

This study attempts to compare and evaluate the LIS programmes in India with international guidelines to realise the challenges and prepare for taking advantage of internationalisation's opportunities in the digital era.

2. Review of Literature

Knight (2008) defined internationalisation in education as integrating an international, intercultural, or global dimension into the function and delivery of education. Kerber (2009) defines internationalisation as integrating international dimensions into teaching, research, and services, suggesting positive student outcomes, including enhanced cultural awareness and employability.

The internationalisation of education has numerous substantial advantages. Firstly, it raises users' awareness of global concerns, fostering a more comprehensive global perspective. This increased knowledge promotes international collaboration and networking. Altbach & Knight (2007). Second, building alliances and cooperation across institutions increases institutional research and knowledge creation by pooling resources, skills, and expertise Khanet.al.(2016). Internationalisation also increases educational quality by incorporating foreign ideas and norms. It also contributes to a more inclusive global community by encouraging cultural interchange and mutual understanding. Ultimately, internationalisation helps in developing global citizens through mobility. Kerber (2009) outlines four rationales for internationalization. They include Political reasoning, which is primarily considered with national security and stability. In contrast, academic rationale aims to achieve international standards for teaching and research and enrich the quality of education. Cultural/social rationale emphasises understanding foreign languages and culture. Apart from this, the economic rationale underlines efforts towards increasing the institution's income by providing education abroad and attracting foreign students. To promote internationalisation Bhattacharyya (2014) suggested a collaborative approach by academic organisations from two countries where exchange programs of students and faculty may help participating institutes promote internationalization and quality of education.

Wit (2019) noted that global ranking and reputation are important aspects of internationalisation and highlight the increasing demand for international students from developing countries, contributing to brain drain in those regions. Further, the issue in internationalisation is that many institutions imitate Western models rather than developing unique approaches that address local needs. Joshi & Ahir's (2019) statistics for 2017-18 show that Indian students studying abroad are comparatively higher than foreign students in India. This indicated a need for India to enhance its global appeal. It was suggested that India address equity, quality, and efficiency issues through an effective policy framework that aligns with market demands. They identified challenges as unmatched skills acquired and practical demands leading to high unemployment rates. Amblee (2018) exhibits cultural and linguistic barriers as challenges witnessed by international graduate students in Finland. It was spotted that English-speaking countries receive a major share of international students, so non-native English-speaking countries have also adopted policies to attract international students by offering English courses.

Abdullahi et al. (2007) outlined the influence of the European Union on the internationalization of LIS education. The initiatives they take include the Bologna Process and programs such as SOCRATES/ERASMUS. Also, events like the BOBCATSSS symposium fostered collaboration among LIS educators and students, promoting cultural exchange and shared learning experiences. To improve internationalization in LIS education, they suggested the collaboration of institutes with international offices and participation in course design workshops to facilitate the integration of global perspectives into LIS education. Shuva (2010) assessed the status and strength of LIS educational institutes in Bangladesh regarding internationalization. It was found that LIS education lacks overall internationalization as its curriculum does not fully align with international standards and needs support from international associations. Some key challenges include a lack of uniformity in educational standards and inadequate faculty qualification, particularly in ICT. Also, outdated teaching methods and insufficient infrastructure hamper quality education and internationalization in Bangladesh. The suggestion was to form an international advisory body to guide curriculum development.

It was found that developing countries should develop their model for internationalization considering their cultural and vocational knowledge unlike imitating the models of developed countries. Also, infrastructure, teaching methods, and ICT knowledge play a vital role in promoting internationalization so there should be some policies and guidelines where national and international associations come into action. Further, the review shows that skill acquired and practical demands are unmatched while framing the curriculum librarians' role along with the teacher.

2.1. Research Questions

To meet international recognition, it is important that LIS educational programs in India follow NEP 2020 guidelines and also meet international standards, so it is imperative to know, Does the LIS curriculum in India meet IFLA guidelines for Professional Library and Information Science Educational Programmes (2022)? What are the gap areas and challenges? What steps should be taken to bridge the divide?

3. Research Methodology

A study of NEP 2020 was undertaken to understand India's philosophy, objectives and plan for internationalization of education. IFLA Guidelines for Professional Library and Information Science (LIS) Educational Programmes (2022) were developed after an extensive iterative consultation process, keeping the global scenario and quality education in mind and at the same time focusing on local needs and EDIA (Equity, diversity, inclusion and accessibility). These guidelines are beneficial for developing countries like India that do not have a system of accreditation at the national level and hence were used as a benchmark to compare LIS programmes in India. LIS programmes of three universities, namely Delhi University (DU), Banaras Hindu University (BHU) and Indira Gandhi National Open University (IGNOU), were selected for comparison with IFLA guidelines. DU and BHU are top ranking universities (according to NIRF ranking 2024) imparting LIS education for more than 75 years, and IGNOU is a national open university imparting LIS education through distance mode to many students since 1989. DU, BHU, and IGNOU have a long-standing reputation in LIS education and were selected for the study. Data was collected from the universities' official websites. The LIS curriculum was then compared to IFLA guidelines to comprehend how far the international guidelines were being met and identify the gap areas. Recommendations are given based on the study.

4. NEP 2020 and Internationalization

The National Education Policy 2020 (NEP 2020) is a policy to transform the Indian education system and develop an equitable society. This policy was pioneered by the Ministry of Human Resource Development (MHRD), now known as the Ministry of Education, on 29th July 2020. NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability to ensure continual learning. NEP 2020 significantly emphasises reforms in the higher education system to make it more inclusive and globally competitive.

NEP 2020 prioritises making India an attractive study destination for foreign students, promoting active linkage between India and foreign education institutes and improving global ranking in internationalisation indicators. To achieve this vision, NEP 2020 has provided certain initiatives and strategic programmes that comprehend the following:

1. Internationalization at home: This means incorporating the dimensions of the international learning environment into our educational institutions. Guidelines to support this include communication between Indian and international faculty, adding an international dimension to the curriculum, improving residential facilities, offering local language courses as needed, and offering programs in subjects such as knowledge of India, its culture, and art. They also include creating a global perception of India's core competencies in Yoga, Ayurveda, Sanskrit, and so on.

2. Credit Recognition under Twinning Arrangement: Under this programme, **Indian students are enrolled with a higher education institution in India but complete part of their programme at a partnering institution from another country that complies** with relevant national regulations. However, the degree under the Twinning arrangement shall be given solely by the Indian higher education institution. This aids in the overall development of the learners through cultural exchanges and social solidarity.

3. Global Citizenship Approach: Global citizens are aware of and comprehend the larger world and actively endeavour to make it more equitable and sustainable.

4. ICT-based Internationalization: The advent of ICT can potentially overcome traditional barriers to the internationalisation process. It provides virtual mobility by exposing students to foreign universities through e-conferences and workshops. Also, it streamlines the forms and processes of admission of foreign students.

5. Academic Research and Collaboration: Collaborating internationally among top universities accelerates the progress of our institutions and enhances the quality of our education. This is executed by a student exchange programme for short-duration visits to institutes abroad, exposure of faculty members to foreign universities for short-term projects, etc.

6. Brand Building Abroad: This will include using all forms of communication and outreach, including social media. Higher education institutions are encouraged to undertake brand-building exercises to make India and its institutions attractive study destinations.

7. Office for International Affairs: Establishing an Office for International Affairs at the institutional level will facilitate effective approaches, as discussed above.

By focusing on these strategies, NEP 2020 aims to transform the Indian education system into a globally integrated framework and promote the internationalisation of education in India.

4.1. Implementation of NEP 2020 in the country and internationalisation statistics

Two days Akhil Bhartiya Shiksha Samagam (ABSS) from July 29 to July 30, 2023, was inaugurated in Delhi by the Prime Minister of India. There were 16 thematic sessions scheduled on school education, higher education, and skill education during the two-day event. 7th session on the internationalisation of education discussed several activities undertaken by the Ministry of Education, Higher Education Institutes (HEIs), and Regulatory Bodies like UGC & AICTE. Some of them include:

1. The Office of International Affairs was established on the campus of 700 HEIs following the guidelines proposed on 29.07.2021.

IFLA Guidelines for Professional LIS Educational Programmes (2022)	Delhi University (DU)	Banaras Hindu University (BHU)	Indira Gandhi National Open University (IGNOU)
G1 Contextual Framing of Guidelines			
- LIS programme is in line with identified needs - Accreditation - Consistent with parent institutions mission and goal - Planning should involve all stake holders - EDIA based - Decolonization and indigenization of content	One Year B.Lib.I.Sc. (Two semesters) total 55 credits and One Year M.Lib.I.Sc. (Two Semesters) total 60 credits Programmes in accordance to UGC specifications and approved by the Academic Council which has members from administration, different faculties, department academic staff and student members. Admission of students is EDIA based. Indigenous content is included.	Two Year Integrated course of M.Lib.I.Sc. (Four Semesters) of total 80 credits. Programmes are approved by Academic Council. Admission of students is EDIA based. Indigenous content is included. <u>Aspect not addressed</u> Student participation in planning not mentioned	One Year B.Lib.I.Sc. (Annual) of 40 credits and One Year M.Lib.I.Sc. (Annual) of 40 credits programmes in accordance to UGC specifications and approved by the Academic Council. <u>Aspect not addressed</u> Student participation in planning not mentioned
G2 Foundational Knowledge Areas (FKAs)			
FKA1 Information in Society - Information Society-changing landscape - Impact on society and library and information practices - Copyright Laws and freedom to access information - Role of library	<u>Content Covered</u> B.Lib.I.Sc. Sem I B101- Library Information and Society	<u>Content Covered</u> M.Lib.I.Sc. Sem I Paper I – Foundations of Library and Information Science Sem IV Paper XIII- Information Science and Knowledge Management	<u>Content Covered</u> BLIS BLI-221 – Library and Information Society MLIS MLI- 101 – Information, Communication and Society
FKA2 Foundation of the LIS Profession - LIS as interdisciplinary subject - History of discipline - Social Role of LIS organizations and professionals - Cultural heritage and knowledge ecosystem	<u>Content Covered</u> B.Lib.I.Sc. Sem I B101 - Library Information and Society <u>Content Not Covered</u> Cultural Heritage and knowledge ecosystem	<u>Content Covered</u> M.Lib.I.Sc. Sem I Paper I – Foundations of Library and Information Science <u>Content Not Covered</u> Cultural Heritage and knowledge ecosystem	<u>Content Covered</u> MLIS MLIE- 103 – Academic Library System MLIE- 106 – Public Library System and Services <u>Content Not Covered</u> Cultural Heritage and knowledge ecosystem
FKA3 Information and Communication Technologies - ICT standards, models and approaches - ICT application - ICT skills	<u>Content Covered</u> B.Lib.I.Sc. Sem I B104 - Basics of ICT in LIS (Theory) B105 - Basics of ICT in LIS (Practical) M.Lib.I.Sc. Sem I M104 – ICT Application in LIS (Theory) M.Lib.I.Sc. Sem II M107 – ICT Application in LIS (Practical)	<u>Content Covered</u> M.Lib.I.Sc. Sem III Paper XII – Information Technology and System Design Sem I Paper II – Computer Basics and Applications Sem II Paper VI – Computer Applications (Practical) Sem IV Paper XVI – Information Technology (Practical)	<u>Content Covered</u> BLIS BLI- 224 – ICT Fundamentals BLIE-229 – ICT in Libraries MLIS MLII- 103- Fundamentals of Information Communication MLII- 104 – Information Communication Technologies – Applications

FKA4 Research and Innovation - Research design and method - Data analysis and presentation - Research ethics - Indigenous research methodologies - Application of research and interdisciplinary research	<u>Content Covered</u> M.Lib.I.Sc. Sem I M105 -Research Methodology B106 (B.Lib.I.Sc. Sem I) and M112 (M.Lib.I.Sc. Sem II) - Project Work facilitate application of research methodology and interdisciplinary research <u>Content Not Covered</u> Research Ethics and Indigenous Research Methodologies	<u>Content Covered</u> M.Lib.I.Sc. Sem III Paper IX- Universe of Knowledge & Research Methods Sem IV Paper XIV (C-1) - Bibliometrics and Scientometrics <u>Content Not Covered</u> Research Ethics and Indigenous Research Methodologies Application of research and interdisciplinary research is not addressed as the program does not include project work/dissertation.	<u>Content Covered</u> MLIS MLIE-102 - Research Methodology MLIE-105 - Informetric and Scientometrics MLIP-002 project/ dissertation facilitates the application of research methodology and interdisciplinary research <u>Content Not Covered</u> Research Ethics and Indigenous Research Methodologies.
FKA5 Information Resource Management - Acquisition, organization, description, discovery and preservation of information - Collection development and management - Evaluate collection, assess user need, increase visibility and enhance quality	<u>Content Covered</u> B.Lib.I.Sc. Sem I B102 - Library Classification (Theory) B103 - Library Classification (Practical) B.Lib.I.Sc. Sem II B107 Management of Library and Information Centres B109 - Library Cataloguing (Theory) B110 - Library Cataloguing (Practical) M.Lib.I.Sc. Sem I M102 – Advanced Knowledge Organization: Classification(Practical) M103 – Advanced Knowledge Organization: Cataloguing (Practical) M106 – Marketing of Library and Information Products and Services M.Lib.I.Sc. Sem II M108 – Information Storage and Retrieval System	<u>Content Covered</u> M.Lib.I.Sc. Sem I Paper III - Knowledge Organisation – Library Classification & Cataloguing (Theory) Paper IV - Knowledge Organisation –Library Classification & Cataloguing-I (Practical) Sem II Paper V - Library Management Paper VII - Information Sources & Services Paper VIII - Knowledge Organisation –Library Classification & Cataloguing-II (Practical) Sem IV Paper XIII - Information Science and Knowledge Management Paper XIII - Information Science and Knowledge Management XIV (a) Information Sources & Products in Science & Technology XIV (b) Information Sources & Products in Social Sciences Paper XV - Information Users & Needs	<u>Content Covered</u> BLIS BLI-222 - Information Sources and Services BLI-223 - Organising and Managing Information BLIE-227 - Document Processing: Practice BLIS BLIE-228 - Information Product and Services MLIS MLIE- 101 - Preservation and Conservation of Library Material MLIE-103 - Academic Library System MLIE-106 - Public Library System and Services MLII-101 - Information Source, System and Services MLII-102 – Information Processing and Retrieval
FKA6 Management for Information Professionals Understanding Management-theories, concepts and practices	<u>Content Covered</u> B.Lib.I.Sc. Sem II B107 Management of Library and Information Centres B111 – Internship Program provides practice and field experience M.Lib.I.Sc. Sem I M106 – Marketing of Library and Information Products and Services <u>Content Not Covered</u> Leadership Change Management and Innovation	<u>Content Covered</u> M.Lib.I.Sc. Sem II Paper V - Library Management <u>Content Not Covered</u> Marketing and Public Relation Change Management and Innovation Leadership Ethics and confidentiality No Internship Program to provides practice and field experience	<u>Content Covered</u> BLIS BLIE-226 - Management of Library and Information Centre MLIS MLII-102 - Management of Library and Information Centre. <u>Content Not Covered</u> Leadership Change Management and Innovation Ethics and Confidentiality
FKA7 Information Needs and User Services - User needs and behavior - EDIA issues - Services- types, design and provision - Impact of user services - Engagement with user community	<u>Content Covered</u> B.Lib.I.Sc. Sem I B108 - Information Sources and Services M.Lib.I.Sc. Sem I M101 – Information Systems and Programs <u>Content Not Covered</u> EDIA issues in providing services, designing user services, evaluation of services and engagement with user community are not well addressed. No practical classes.	<u>Content Covered</u> M.Lib.I.Sc. Sem IV Paper XV – Information Users & Needs <u>Content Not Covered</u> EDIA issues in providing services, designing user services, evaluation of services and engagement with user community are not well addressed. No practical classes.	<u>Content Covered</u> BLIS BLI-222 - Information Source and Services BLI-221 - Library, Information and Society <u>Content Not Covered</u> EDIA issues in providing services, designing user services, and evaluation of services are not addressed

FKA8 Literacy and Learning - Information Literacy - Digital Literacy - Media Literacy - Language Literacy - Critical Thinking - Skill to design learning material - Education technology - Online instruction and teaching methods	<u>Content Covered</u> M.Lib.I.Sc. Sem II M109 – Information Literacy Application in LIS Content n <u>Content Not Covered</u> No practical classes to teach critical thinking, education technology, preparation of learning material and online instruction	<u>Content Covered</u> M.Lib.I.Sc. Sem IV Paper XV- Information Users & Needs <u>Content Not Covered</u> No practical classes to teach critical thinking, education technology, and preparation of learning material	<u>Content Covered BLIS BLI-225-</u> Communication Skills. MLIS MLIE-104- Technical Writing <u>Content Not Covered</u> No practical classes to teach critical thinking, education technology, preparation of learning material and online instruction
G3 Curriculum and Pedagogy - Core Courses - Elective Courses - Learning with practice - Academic staff should build competencies in teaching methods	B.Lib.I.Sc. only has Core Courses. M.Lib.I.Sc. Sem II Elective courses (one to be opted out of six) and also Elective interdisciplinary Courses (one to be opted out of three). Courses on Theory and Practical Project Work and Internship Program Faculty members participate in workshops and training courses to build competencies.	M.Lib.I.Sc. Sem IV XIV Elective Four Elective courses are offered out of which two Courses are offered through SWAYAM Portal (MOOC) - Bibliometrics and Scientometrics and Yoga Courses on Theory and Practical Faculty members participate in workshops and training courses to build competencies.	B.Lib.I.Sc. only has Core Courses. M.Lib.I.Sc. Elective courses (two to be opted out of six) Courses on Theory and Practical Internship Program Faculty members participate in workshops and training courses to build competencies.
G4 Governance Organizational structure for maintaining professional and academic standards	Academic Council and Departmental Committees	Academic Council and Departmental Committees	Academic Council and Departmental Committees
G5 Academic, Research, Professional and Support Staff - Academic Faculty - Practitioners as Guest Faculty - Research Staff - Administrative and technical staff - Clear human resource policies	Adequate faculty, administrative and technical staff. Practitioners may be invited for guest lectures sometimes. Clear policies are laid down by UGC and University for human resource. <u>Area not Addressed</u> No research staff to coordinate research.	Adequate faculty, administrative and technical staff. Practitioners may be invited for guest lectures sometimes. Clear policies are laid down by UGC and University for human resource. <u>Area not Addressed</u> No research staff to coordinate research.	Adequate faculty, administrative and technical staff. Practitioners may be invited for guest lectures sometimes. Clear policies are laid down by UGC and University for human resource. <u>Area not Addressed</u> No research staff to coordinate research.
G6 Students - Student policies - Admission and financial assistance - Assessment and evaluation - Exchange programs - Transfer/Migration - Career Counseling - Placement - Alumni Association	Well defined student policies on admission, assessment and evaluation. No exchange/twinning programs in the Department Student Grievance Redressal System. Career Counseling and Placement is provided at university level. DULSA (DU LIS Students Association) conducts cultural and professional activities. Alumni association is maintained by university. Alumni involvement in the department.	Well defined student policies on admission, assessment and evaluation. No exchange/twinning programs in the Department Student Grievance Redressal System. Career Counseling and Placement is provided at university level. Student Wellness Cell. Alumni association is maintained by university. Alumni involvement in the department.	Well defined student policies on admission, assessment and evaluation. Regional Centres in India and International Centres abroad Academic Councillors Placement Cell Alumni Portal
G7 Complementary Education and Professional Development			

• Internships • Webinars and Conferences • Community Outreach • Collaboration with other LIS organizations • Faculty Development	B.Lib.I.Sc. Sem II B111 – Internship (one month) Department conducts webinars, workshops, conferences. Research collaboration. Faculty attend faculty development programs.	Department conducts webinars, workshops, conferences. Research collaboration. Faculty attend faculty development programs.	BLIS BLII-230- Internship MLIS MLII-105- Internship <u>Aspects not Addressed</u> Community Outreach
	<u>Aspects not Addressed</u> Community Outreach	<u>Aspects not Addressed</u> No internship program Community Outreach	
G8 Education and Research Resources and Facilities			
• Library and learning resources • E-learning Management System • Computer Lab • Smart Classroom	Central Library and Departmental Library with adequate learning resources, Computer Labs and Smart Classrooms are available.	Central Library and Departmental Library with adequate learning resources, Computer Labs and Smart Classrooms are available.	Library at main campus and regional centres. Online database of study material. Computer Labs and Smart Classrooms are available
G9 Program Review and Innovation			
• Periodic program evaluation and revision	Departmental Committee and Academic Council oversee periodic program evaluation and revision.	Departmental Committee and Academic Council oversee periodic program evaluation and revision.	Departmental Committee and Academic Council oversee periodic program evaluation and revision.

Table 1. Comparison of DU, BHU and IGNOU LIS Programmes with IFLA Guidelines for Professional LIS Educational Programmes (2022)

2. Regulation for academic collaboration between Indian and foreign HEIs to offer Twinning, Joint Degrees, and Dual Degrees was issued on 02.05.2022. About 49 HEIs of India among 200 eligible institutes are offering such programmes.

3. On 30.09.2022, guidelines were proposed for creating supernumerary seats and admitting foreign students to HEIs to make India the preferred destination for foreign students.

4. Indian HEIs at the international level have been on the rise, as evidenced by the fact that about 45 HEIs were ranked in QS 2024, with 11 placed in the top 500.

5. It is targeted that by 2030, 10 Indian HEIs should be in the top 200 in the world ranking [QS or THE], and by 2047, the number is targeted at 20 (with 10 Institutions in the top 100). Similarly, around 50,000 students are enrolled in India, targeted at two lakhs in 2030 and 5 lakhs in 2047.

The expected outcome of the session highlights achieving global standards of quality in HEIs through accreditation and international collaboration, a roadmap to improve HEIs globally, ensuring diversity on campus, sharing teaching-learning-research practices, and developing an internationally accepted curriculum framework with specific initiatives under student, faculty, programme, and institutional mobility.

All India Survey on Higher Education (AISHE) 2021-2022 reports show that the total number of foreign students enrolled in higher education is 46,878, and students have come from 170 different countries. Statistics show that the highest share of foreign students is primarily from Nepal (28%), followed by Afghanistan (6.7%), the United States (6.2%), Bangladesh

(5.6%), UAE (4.9%), and Bhutan (3.3%). The most foreign students are enrolled in Undergraduate courses (74.8%) followed by Post Graduate courses (15.8%). Specifically in Library and Information Science, 10 students are enrolled, with 6 pursuing B.Lib.I.Sc. and 3 pursuing M.Lib I.Sc.

5. LIS Programmes in India and IFLA Guidelines for Professional LIS Educational Programmes (2022): A comparative study IFLA Guidelines for Professional LIS Educational Programmes was developed in 2022 in collaboration with IFLA Building Strong LIS Education (BSLISE), a working group of the IFLA Section on Education and Training (SET), Section on Library Theory and Research (LTR), and the LIS Education in Developing Countries SIG to develop a framework that LIS education units could use to plan, design and revise LIS educational programmes to meet international quality standards.

The Guidelines are divided into nine (09) sections from G1 to G9. G2 is further divided into eight (08) Foundational Knowledge Areas (FKAs), which address diverse professional knowledge and skills required by LIS professionals for the global and dynamic information landscape.

6. Analysis and Recommendation

Statistics show that more HEIs are adopting the internationalisation guidelines of NEP 2020 and Indian education is steadily growing in this direction. DU and BHU have adopted internationalisation and taken measures like reservation of seats for international students in different programs, including LIS programs, International Centre/Office, hostels for international students, financial assistance to students and faculty for attending conferences, seminars, workshops, etc. in foreign countries. Universities have also initiated MOUs with many foreign universities to facilitate collaboration in academic programs, to facilitate dual degrees and twinning programs, and research. However, such dual degree and twinning programs have not yet been adopted by LIS departments. Although financial assistance to LIS teachers and students of foreign countries on academic assignments is available from the university, they do participate in international conferences, seminars, etc.

Table 1 above compares the LIS programmes of DU, BHU and IGNOU with IFLA Guidelines for Professional LIS Educational Programmes (2022). G1 of the IFLA guidelines emphasises on local needs and EDIA (Equity, diversity, inclusion and accessibility). India has a lot of cultural diversity and social disparity, so to maintain diversity and inclusion of all sections of society, DU and BHU have made provisions for reserving seats for different categories of society. The IFLA Guidelines recommend the involvement of all stakeholders in the process of planning for an LIS course. This area is lacking in Indian universities because participation by students, who are major stakeholders, is minimal.

The IFLA guidelines recommend incorporating indigenous knowledge, as well as NEP 2020. In LIS, there is a huge contribution by Dr. S.R. Ranganathan in the form of Colon Classification, Classified Cataloguing Code, Five Laws of Library Science, Canons of Classification and Cataloguing, etc. He assimilated the ancient Indian values into the LIS profession. Ranganathan quoted various hymns, stanzas, examples, and metaphors to strengthen the laws, theories, principles, and canons. and these have been included in the syllabus. BHU has also incorporated yoga into the LIS syllabus.

A comparative study of syllabuses shows that LIS programmes in DU, BHU and IGNOU are all different in structure, content and total credits. The lack of an accreditation agency at the national level is a major reason behind this disparity. However, all the programs are approved and revised by the university's department committee and academic council. Universities in India are autonomous bodies and can develop their educational programmes and curricula. LIS programmes address FKA1 and FKA2 of the IFLA Guidelines G2. LIS syllabus of all three universities emphasizes ICT application in libraries and information centres and has many courses that cover the theoretical as well as practical aspects of ICT application, thus satisfying the FKA3 of the IFLA Guidelines. FKA4 Research and Innovation is an important part of LIS syllabus in India with different aspects of research being taught but *Research Ethics and Indigenous Research Methodologies* are not addressed. Theoretical aspects of FKA5, FKA6, FKA7 and FKA8 of the IFLA Guidelines are addressed by the LIS syllabus of Indian universities but are lacking in practice. Also, *Leadership, Change Management and Engagement with User Community* need to be addressed.

LIS syllabuses comply with the IFLA Guidelines G3, G4 and G9 with Core and Elective Courses in the syllabus, which are regularly monitored, revised and approved by the Academic Council. Academic, Professional and Support Staff (G5) and facilities like departmental library, central library, computer labs and smart classrooms (G8) are available in DU, BHU and IGNOU. Still, there is no provision for research staff. The LIS Departments follow G6 and G7 of the IFLA Guidelines. In line with G7 Complementary Education and Professional Development, DU and IGNOU have introduced an Internship program, but BHU is lacking. All the departments are conducting workshops, seminars and conferences and students and teachers are participating in the same in parent organisations and other universities in India and abroad. They also collaborate on academic and research work. But *Community Outreach* is not addressed.

NEP 2020 was launched during the COVID-19 pandemic, so it could not be implemented immediately. Universities in India have started incorporating NEP 2020 only since 2022-23 and are still in the initial phase. Many of the reforms for internationalisation are being facilitated centrally in universities, such as the international office/portal. Still, the LIS departments must focus on curriculum development according to international guidelines. The importance of ICT application is recognised and fully incorporated in the syllabus, but practical knowledge in other areas like designing and providing information services, preparing orientation or information literacy programs and implementing it needs to be incorporated. The LIS program should include project work, a dissertation, a study tour, an internship program, and community engagement. Collaboration should be encouraged in academics and research, and MOUs with other LIS institutions should also be initiated. Efforts should be made to involve practitioners, adjunct faculty and alumni in the teaching-learning process.

Activities to facilitate Community Outreach should be introduced. Also, library associations at local and national levels will have to proactively collaborate with the government and UGC to develop a system of accreditation for LIS programs to ensure uniformity, standardisation, and quality.

Indigenisation, which IFLA Guidelines recommend at international level and by NEP 2020 at national level, of Library and Information Science Education in India can be achieved by introduction of Manuscriptology and Palaeography, Early Indian Epigraphy, Bharatya Vidyayen, Mimamsa Sutras in Logic, Creation of examples from ancient Indian literature, Reference and Information Sources in Sanskrit, Historical Development of Ancient Libraries, Bhartiya or Indian way of life and introduction to the concepts of non-translation.

Indian Knowledge Systems comprise Gyan, Vigyan and Jeevan Darshan as embodied in texts, rituals, and day-to-day life of Bharat (India). In today's modern way of life, there is a conflict with nature, but the Bhartiya way of life is co-co-existential with the whole universe, as shown in the below-mentioned stanza from the ancient book:

‘अयं बन्धुरयं नेति गणना लघु चेतसाम्,
उदार चरितानां तु वसुधैव कुटुम्बकम्’ (महोपनिषद् अध्याय 6, श्लोक 71)||

‘Ayam Bandhurayam Neti Ganana Laghu Chetsama,

Udaar Charitaanam Tu Vasudhaiva Kutumbakam’ (Mahopanishad Chapter 6, Verse 71).

Meaning: “This is mine, and this is yours; this is how a small- and narrow-minded person thinks; for a person with a generous character, the whole earth is like a family.”

This thinking promotes objectivity in a person. This Bhartiya way, or Indian way of life, is also reflected in the vision and mission of the universities.

Aligning with internationalization, the mission advocates sustained engagement with local, national and global communities to nurture life-long learners across the globe in line with ‘Vasudhaiva Kutumbakam’, i.e. the whole world is one family. The aim is to strengthen the international presence of universities by nourishing the best Indian values and virtues, including Vedas, Ayurveda, and music, along with the West's contemporary scientific and technological advancement.

7. Conclusion

Globalisation is the only way forward; the Indian government recognises this fact and, in response, has revamped its National Education Policy. The new education policy NEP 2020 has introduced many reforms in education aiming towards internationalisation of education by providing quality education. Developing a curriculum that meets global needs and is at par with international standards is a core objective. Still, at the same time, it has emphasised incorporating indigenous knowledge and regional language, keeping the local context and need in focus. It also emphasises developing an environment that facilitates internationalisation through exchange programs, twinning programs, collaborations and facilities for international students.

In response to globalization, where the world becomes increasingly interconnected and interdependent, the importance of internationalization is more specific. This ultimately elicits developing countries, specifically the Indian LIS education system, to progressively adopt the internationalisation of education to achieve quality and enable LIS institutions to build synergies and effectively utilize collective efforts.

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