

# **OLISE: CONTINUING EDUCATION MODEL IN LIBRARY AND INFORMATION SCIENCE THROUGH DISTANCE MODE**

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**Abstract :** Online learning has brought new opportunities to education in all subjects, including library and information science (LIS). This paper describes the ongoing technology enabled learning initiatives in India with particular reference to its suitability in LIS education. The study begins with the definitional analysis of the online learning and its effective utilization for continuing education of LIS professionals to help professionals to keep abreast with the current knowledge in LIS. Online Library and Information Science Education (OLISE) has been explored as a platform for continuing education of LIS professionals. Different components of the proposed model of the OLISE are identified and explained with illustrative examples. Worldwide access to interconnected networks enables the Internet and the World Wide Web (WWW) to develop into a viable delivery system for the ODL. The major classroom interactions and their corresponding form of web interaction for the course delivery of the OLISE on the WWW are discussed. Different Web 2.0 tools and services are demonstrated with reference to the learners' support services in OLISE. Study concludes that the library schools will emerge as an active linkage for online learning to facilitate continuing education among the LIS professionals in future. Success of OLISE is dependent on its constant monitoring, maintenance and ensuring the functionality of the technological infrastructure.

**Keywords:** Continuing Education, Open and Distance Learning, OLISE, Online Learning, Online Library and Information Science Education, Learner support, Technology Enabled Distance Learning, Web 2.0.

## **Introduction**

The open and distance learning (ODL) is one of the recently tried pedagogic approaches in the present higher education structure. In India, the ODL came into existence after the Planning Commission in its Third Five Year Plan (1961-1966) recommended the introduction of correspondence education (CE) at the university level as an alternative strategy to meet the growing demand of higher education as the conventional universities alone could not cope with the current and future demand for higher education. It was further augmented and reinforced by the Education Commission (1964-1966) when it recommended expansion of distance mode of education to cover higher education as widely as possible. The Government of India's strategy during 12th Plan period (2012-2017) includes a series of initiatives in the field of higher education with due emphasis to the distance education programme in the country. It appears that enrolments in higher education in the country at the end of 11<sup>th</sup> plan period were 20 million besides 4.2 million in the distance mode of learning. It has been envisaged by the Government of India that the targeted enrolment in higher education at the end of 12<sup>th</sup> Plan period would be more than 30.74 million in addition to 5.2 million in distance education. In August 2010, the Ministry of Human Resource Development constituted the Distance Education Reform Committee (2011) under the Chairmanship of Prof. Madhava Menon in respect of regulation of standards of

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**Elizabeth W. Stone, Eileen  
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