5.0. General Overview

Since independence there has been a significant growth in the infrastructure in higher education which provides education in arts, physical sciences, humanities, social sciences, engineering, management, medicine, agriculture, architecture and a variety of other courses. On the other hand, participation in higher education in India is still inadequate. It is only about “6% of the relevant age group of the students enrolled at the primary school level” (Nair, 2004). This is undoubtedly low compared to about 50% enrolment of the relevant age group in the developed countries. It is “abysmally low in post-graduate and research programmes” (Nair, 2004). Higher education in India has provided ideas and men to give concrete shape to the future and sustain other levels of education. The rise of information industries in India, during the later part of the 20th century, has created new opportunities and scopes for innumerable people in various disciplines. On the other hand, the ever-increasing growth of knowledge, which became multidimensional and
infinite, was creating some problem for the knowledge seeker as well as knowledge worker of the present day society. Thus, with the development of higher education, there is a need for more effective access to recorded knowledge and which could only be provided by the library and information professional of the present century (Dasgupta, 2009).

The future of Libraries and Library and Information Science education continues to be a vital issue of discussion and is constantly under review in many countries. The emergence of Knowledge Society and Information Society has been the main focal point as societal and educational systems are going through transformation. In the early 1980s the Library and Information Council (LISC) UK “review the future manpower training requirements for Library and Information Work,” and a working party deliberated on this topic through Keynote papers, discussion papers that resulted in a review (LISC, 1985). Beginning with the decade 1990, the awareness in this context has been on the increase, in the task of development of education and research in Library and Information Science globally, as a result of the technological impact and the implementations of information societies. The Special Libraries Associations, USA has come out with a comprehensive Report on the Professional Skills for LIS professionals in the 21st Century (SLA, 1996, 2003). The LIS education in India is 100 year of its informal beginning in the year 1911, and is emerging as one of the leading producer of highly skilled LIS manpower in the world today. Thus, paradigmatic change is emerging in the manpower development programmes in Library and Information Science in the country. India has a visible development in Information and Communication Technology (ICT) applications on one hand and on the other as one of the global pioneers in the LIS education has take a serious note of these opinions and expressed views to be on par with the contemporary changes.
In this context, the status of Library and Information Science Education since its inception in the early 20th Century is studied here.

Library (institution) is a collection of books and other informational materials made available to people for reading, study, or reference. However, library collections have almost always contained a variety of materials. Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. People in many professions use library resources to assist in their work. People also use library resources to gain information about personal interests or to obtain recreational materials such as films and novels. Students use libraries to supplement and enhance their classroom experiences, to learn skills in locating sources of information, and to develop good reading and study habits. Public officials use libraries to research legislation and public policy issues. One of the most valued of all cultural institutions, the library provides information and services that are essential to learning and progress.

Library and information professionals working in India, are facing various paradigm shifts which include: (i) the transition from paper to electronic media as the dominant form of dissemination, storage and retrieval; (ii) increasing demand for accountability along with focus on customer services, performance measurement and continuous improvement; (iii) introduction of new forms of work organization such as team work, job sharing, outsourcing, teleconferencing etc (Dasgupta, 2009).

Change in Library and Information Science Profession would paraphrase how the present status of LIS Education is suitable to meet the challenges of the forthcoming years. The perspective analysis of the two would be able to establish the compatibility of
the present status. According to Satija, “Library Profession in India is more than a century old. Growth of our Library Education has registered a constant growth, but it does not mean progress. Once upon a time it has got respectable place in the world. India became, for its unique contribution, a third world leader in the Library Science Education. This position, regretfully, is endangered now by its mindless additive growth” (Satija, 1998). Certainly it is needed to study by all LIS professionals in the country. Thus the status report would be able to identify the lacunas and mend them towards imparting a quality LIS education.

It is a well known fact that the auspicious beginning for systematic and a formal approach to education for Librarianship was made by Melville Kossuth Dewey (short name Melvil Dewey) in the west, from the east it was Dr. S.R. Ranganathan. The foundation of Library and Information Science Education was laid during 1911 when William Alenson Borden, an American trained librarian started and established a training course at Central library in Baroda (now Vadodara) under the Patronage of Maharaja Sayajirao Gaekwad to create manpower for organizing newly established libraries in the princely state of India, Baroda. The more systematic training programme was initiated by Asa Don Dickenson at Punjab University, Lahore (now in Pakistan) He started a part time apprenticeship programme in librarianship in 1915. The Andhra Desa Library Associations conducted training classes for the library workers in the state of Vijayawada in 1920. In 1920 a course for the training librarians was conducted at Bangalore under the programme of library development initiated by Sir M. Visveswaraya, the then Diwan of Mysore province. Madras Library Association conducted summer schools of three months duration for college librarians in 1929. Later on, the University of Madras introduced a Post-Graduate Diploma Course in Library Science in 1936. Andhra University and Bengal Library Association started training programme for librarians in
1935. The Imperial Library (now National Library of India), Kolkata conducted a training course under the supervision of its librarian Sri K.M. Asadullah leading to diploma in librarianship in 1935, which was continued till 1946. Banaras Hindu University started a similar course in 1942 and the University of Bombay in 1943. The University of Delhi laid the first corner stone of the Library Science Education just after Independence in 1946. Sir Maurice Gawyer invited Dr. S.R. Ranganathan, to start the Department of Library Science in the University and became a pioneer to start P-G Diploma course and Master’s and Doctoral Degree programmes in Library Science. It was the first independent department of its kind at the university level and the first to establish a separate department of library science just like any other discipline. In 1947 the first post graduate diploma course was started and it awarded its first diploma in library science in 1948. A two-year course, the first ever Master Degree course in library science was also started in University of Delhi in 1949. It was the first university in the country as well as in (the British) commonwealth to introduce Doctoral studies in library science. D B Krishna Rao was the first person to register as PhD candidate in University of Delhi during 1952-53 academic sessions and awarded the degree in 1957 under the guidance of S.R. Ranganathan, the father of Indian library science (Dasgupta, 2009).

5.1. Trends of LIS Education in India

The last two decades have definitely witness the tremendous change in the higher education system in India, particularly in its size and growth. The foundation of LIS education in India dates back in 1911 when W.A. Borden (1853-1931), an American disciple of Melvil Dewey, for the first time started a short term training programme in library science at Baroda under the patronage of Maharaja Sayajirao III, Gaekwad of Baroda (1862-1939). Four year later in 1915, another American student of Dewey, Asa Don Dickinson (1876-1960), the then librarian of Punjab University, Lahore (now in Pakistan) started a three
months apprentice training programme for working librarians. Before independence, only five universities (Andhra, Banaras, Bombay, Calcutta, and Madras) were offering diploma in library science. Dr. S.R. Ranagathan started a certificate course at Madras Library Association in 1929 which was taken over by the University of Madras, and in 1937 the course was converted into Postgraduate (PG) Diploma in Library Science. This was the first diploma programme in Library science in India. University of Delhi was the first university to establish a full-fledged Department of Library Science just before independence in 1946, and started admitting students to PG Diploma in 1947. In 1951, the diploma was changed to Master in Library Science (M.Lib.Sc). Later, between 1956-1959, six new LIS departments were established (Singh S., 2003).

During this period, several institutions played important role for the development of LIS education. University of Madras started her first PG Diploma in Library Science. University of Delhi contributed many first such as the starting of Master in Library Science in 1951; which in 1972, on account of a major course revision was renamed Master in Library and Information Science (MLIS). The Department name was also changed to Department of Library and Information Science. The course on “Computer Application in Libraries” was introduced for the first time in the MLIS programme in 1972. The M.Phil programme started in 1978. The first Ph.D degree was awarded to D.B. Krishna Rao in 1957, under the guidance of Dr. S.R. Ranganathan. at that time it was the only university in the whole British Commonwealth conducting Ph.D Programme in LIS (Singh S., 2003).

Over the period of time, LIS has grown and developed into full-fledged discipline; courses are being conducted by the University Departments, institutions, library associations. India maintain its Third World leadership in library research in library education and literature (Singh S., 2003). The LIS education aims at providing manpower to manage different types of libraries, information and documentation centers which, over a period of
time have undergone changes in terms of needs, functions, types and range of services offered, as well as tools and techniques being used when offering the services. Impact of ICT has changed the concept of libraries, the system of information storage and retrieval and ways to access and retrieve the information. The changing scenario from 1960-2000 and the influence of other disciplines on Library and Information Science Education in India is well documented in the Status Report on Library and Information Science Education in India. In India three factors, i.e. a) the enactment of library legislation by number of states in the country, b) the UGC assistance to college and university libraries towards the development of an academic library system in the country, and c) documentation work and services, were responsible for the first phase development. The first two factors emphasized was on public and academic libraries and the third focused on scientific and technological information system and services (Karisiddappa, 2004). Thus the importance of a Library and Information Science manpower development programme was looked at with much more significance and the status of the profession reached new heights.

Since Independence there has been a significance growth in the infrastructure in higher education but on the other hand, participation in higher education in India is still inadequate. It is about “6% of the relevant age group of the students enrolled at the primary school level”. This is undoubtedly low compared to about 50% enrolment of the relevant age group in the developed countries. It is “abysmally low in post-graduate and research programmes” (Dasgupta, 2009). The rise of information industries in India, during the later part of the 20th century, has created new opportunities and scopes of innumerable people in various disciplines. Thus with the development of higher education, in the present society, there is a need for more effective access to recorded knowledge, which could only be provided by the library and information professionals of the present century.
Current LIS course in India range from certificate to Ph.D level. Certificate, degree and post-graduate qualifications are popular and conducted by more than one kind of institution. LIS education in India has been profoundly influenced by the constant changes in libraries, new methods of information handling, and information and communication technology (ICT)-enabled time saving and user-friendly ways of accessing information. The sprawling Internet, budding web-based tools, new management technique, and the emerging information storage and retrieval technologies have facilitated radical changes in libraries. The large scale digitization of documents, networking in libraries, mobile based library services, surge in electronic publishing, web-based services, and use of search engines have redefined the way libraries served their communities.

Technology has become an integral part of LIS education in India. During the last decade of 20th century, majority of LIS schools in India has started offering courses on computer application. There is a growth of Distance Education Programme in LIS which are being conducted by various universities in India. From the report published by the Associate of Indian Universities (AIU) in 1997 that 5 universities offer Certificate in Library and Information Science (CLISc), 5 University offer Diploma in Library and Information Science (DLISc), 15 University offer Bachelor of Library and Information Science (BLISc) and 7 Master’s in Library and Information Science (MLISc) through distance mode of education (Dasgupta, 2009). The changes that LIS schools underwent in the 1990’s are reflected in the Kaliper report published in the year 2000 which indicate six major curriculum trends in the USA:

1. LIS curricula are addressing broad-based information environment and problems;
2. LIS curricula contain an unique core of courses that are user centered;
3. LIS schools and programs are increasing investments and infusion of information technology into curricula;
4. LIS programs are experimenting with the structure of specialization of their programs;

5. LIS schools are offering instruction in different formats; and

6. LIS schools are expanding their programs by offering degrees at multiple levels (Bronstein, 2007).

As LIS curricula is becoming more flexible and choice-based, LIS schools are experiencing need for specialized faculty from areas such as management, information technology, psychology, media studies, etc. The emerging trend that favor LIS schools is to employ faculty having qualifications in library and information science and an additional degree in some cognate areas such as information technology, management, psychology etc.

Research methods used in Doctoral research has gone through several changes during last fifty years or so. Library schools are emerging as full-fledged Departments with full time heads and full time teachers along with computer laboratories and departmental libraries. A few LIS schools are having separate BLIS and MLIS courses. The establishment of National Knowledge Commission (NKC) by Govt. of India in 2005 is undoubtedly helping the library and information professionals of our country. It has recommended setting up of a National Commission of Libraries (NCL). Students are getting exposure towards information technology (Dasgupta, 2009).

5.2. General Findings

The study undertaken by the researcher has come out with the following findings based on the analysis of the responses

i. There are Seventeen (17) universities departments with a percentage of 85% in the study.

ii. 35.29% of the department were established in the year of establishment range from 1957-67, 23.53% range from 1968-78 and 1979-89, 11.76% of the range from 1935-1945, 5.88% of the range from 1946-56.
iii. Department attached to Arts is 47.06%, 29.41% to Social Science, 11.76% to Education, 5.88% to Management and 5.88% to Science.

iv. 100% statuses of the departments are Independent.

v. For three years number of department (64.70%) headship is rotational, for two years (29.41%) is rotational and 5.88% headship is not rotational.

vi. 35.29% of department has classroom available in range from 1-2 classroom, 52.94% of the department ranged from 2-3 classroom, 5.88% of the department ranged from 3-4 classroom and 5.88% of the department ranged from 5-more classroom.

vii. 100% of the departments has computer laboratory, 58.82% of the departments has seminar/conference Hall and 88.25% of the departments has library at the department.

viii. 23.44% of the departments are using CDS/ISIS, 18.75% are using SOUL, 28.12% are using Open source software and 29.68% are using other software.

ix. 100% of the departments are using UGC-infonet e-journals as teaching Aid, 88.23% are having overhead projector and LCD projector and 58.82% are having slide projector.

x. Classification schemes used at the department, 100% DDC, 82.35% CC along with DDC, 70.59% UDC along with DDC and 5.88% others.

xi. Catalogue Code used at the departments, 100% AACR-II, 82.35% CCC, 23.53% AACR-I and 17.65% other catalogue code.
xii. Subject heading used at the departments, 88.23% Sears’s list, 47.06% LC subject heading and 41.17% Thesaurus.

xiii. There are 28 Professor, 24 Associate Professor, 33 Assistant Professor and 7 guest lecturer at the responded departments.

dxiv. Courses Conducted at the departments, 100% PhD, 47.05% MPhil, 35.29% MLISc One Year, 64.70% MLISc Two Year course, 47.05% BLISc and 5.88% other (five year integrated) course.

xv. Intake capacity for PhD varies with the availability of seats, M.Phil 77 total intake capacity and two departments varies according to the availability of seat. MLISc 475 total intake capacity and BLISc 370 total intake capacity.

xvi. Teacher student ratio for the study is 1:10.

xvii. Eligibility Criteria for admission at the departments, PhD and M.Phil is MLISc plus. As per UGC Research Regulation, MLISc One year is BLISc with 50%, MLISc Two year is Bachelor degree with 50% and the eligibility criteria for BLISc is Any Graduate with 50%.

xviii. 47.06% department conducted Credited courses and 52.94% department conducted none credited courses.

xix. 76.47% department taught Specialization paper and 23.53% departments have non specialization paper.

xx. Medium of instruction at the departments are English (17), Hindi (1), regional language (4).
xxi. Teaching method adopted at the departments are practical work (16.84%), project work (14.73%), lecture (12.63%), seminar (11.57%), field work (10.52%), assignment (9.47%), tutorial (8.42%), Discussion (7.36%), demonstration (5.56%) and text book (3.15%).

xxii. Method of evaluation for students adopted in maximum is (94.11%) assignment method, (88.23%) class test, (82.35%) seminar presentation, (35.29%) attendance and (17.64%) others.

5.3. The Backdrop

Research study is a systematic ways to solve the research problem. The previous chapter (Chapter IV) has critically studied: i the development of library & information science education; ii. Study the pattern of library & information science education; iii. the level of courses and course structure conducted at the select university department; iv. the infrastructure facilities available; v. The present studies also critically examine the available manpower for conducting the program including faculties.

The finding of present study, thus prove right the hypothesis drawn at the outset that:

i. The curricular of LIS education is not adequately touched by media communication, marketing & knowledge managemant;

ii. The existing infrastructure are not meeting the need of the library and information science education school in the universities to assess the modern educational requirement;

iii. Information technology, knowledge management & marketing, human resource are lacking at the LIS schools;

iv. There is been lack of cooperative efforts toward the establishment and implementation of suitable curricular and course structure to meet the highly competitive environment
The critical study of Library and Information Science Education in India, the generalization of the finding/observation and suggestions have also disclosed the i. Infrastructures & manpower facilities of the existing LIS schools in India are very less, ii. Lack of cooperation in establishing and implementation of suitable LIS curricula, iii. There is no accreditation agency for LIS education in India, iv. Implementation of Nation Commission on Libraries will improve the scenario of LIS education in India.

The observation of the present study has call for improving the i. The course structure of LIS schools; ii. Initiative in filling up teaching posts of LIS departments; iii. Infrastructures & facilities should improve with the provision for future expansion; iv. Call for coordination among the LIS schools in North Eastern Region; v. Student exchange program should be encouraged to meet the need of the demand of the market; vi. Coordination among LIS schools in the line of i-school; vii. Establishing of National Council for Accreditation of Library Schools (NACALIS); viii National Knowledge Commission (NKC) which was established by Govt. of India in the year 2005, should immediately start the work of National Commission on Libraries (NCL) as recommended by the NKC. ix. If there is coordination among the LIS Schools the scenario of the LIS education will drastically improve;

5.4. The Proposed Model

A Strategic and Systems Approach to the Educational Performance Model
The system is based on alignment between goals (ends) and the resource necessary to get there (means). The most central goals for formal education at any level is a “quality” education for its students. Dr. Joe Harless (1998), a forefather and eminent scholar are practitioner of the system approach, would urge that “quality” be furthered defined in terms of tangible performance referred to as accomplishments. These identified student accomplishments represent one of the essential end goals of education and are the starting part from which to build a curriculum. Understanding what performance is required as students graduate and move into practicing and applying skills of library and information science in the field is difficult and requires a strategic and system approach.

This approach involves eight interconnected variables, articulated as Educational Performance Model (EPM), which represent one continuous loop of analysis, teaching, assessment, and curricular development and revision based on constituency feedback. Lack of systematic planning was one of the principle accreditation issues for the LIS Departments. In response, the department created a strategic plan that embraced the need for maintaining constant communication with its constituencies and governing standards so that the expected
knowledge, skills, and attitudes required by the field are designed and represented in its curriculum.

Models of Library Education

The propriety of maintaining a library education presence within a university setting, the question is in what form library education presence should take how it should be structured, and how it should relate to other parts of the university. A new model of library education must evolve, through which the problems of isolation and small size may be solved. For this new model, I consider an Organizational Model of how a library school might be constituted; aspects of the model have to be implemented and such alternative deserve recognition and public discussion and analysis.

Organizational Model

Stressing the importance of a library school’s increasing its size/ this would make it more visible and hence more difficult to deal with in an arbitrary manner; that is the LIS School would become a less convenient target. But greater size makes possible the establishment of positions for faculty with strong disciplinary backgrounds and interests in library educational problems, which a smaller school, having to provide a complete program of professional instruction with a limited faculty, would have trouble justifying. This will permit the faculty to form research teams made of colleagues with complementary areas of expertise and shearing an interest in a single problem; this is a model implemented effectively in a number of areas of scholarship and is easily understood by university administrators.

Model of library school increase its size is to merge the library school with other, complementary, units into one larger unit with broader scope. Some of the examples where LIS school merge with other include Rutgers’s merging of library education with communication to form a larger, mutually reinforcing department. Other possibilities include moving closer to the computer sciences, as has been done at Syracuse, or to the concerns of
business administration by expanding offerings in management-information systems or other aspects of management (Bookstein, 1986).

There are numbers of things library schools can do to increase their viability and large scale reorganization. Some of the following are for consideration:

a. The university library is potentially a marvelous laboratory for research on library issues. It should be exploited. The separation of many library schools from their universities’ libraries is conspicuous, awkward, and injurious.

b. Service courses for other departments may be introduced that would increase the visibility of the LIS school and its value to the large community. The library is the central tool for many academic departments, yet it remains one that is usually poorly used. Library schools are a reasonable source of instruction in this area, and such instruction will likely be appreciated.

c. Library schools are especially vulnerable because their small size occurs in the context of an administratively isolated unit. Library education ought to consider very seriously.

d. One of the serious impediments a library school faces in its quest for legitimacy is the inability of colleagues in other units to understand the academic substance behind the more professional aspects of the program.

5.5. Suggestions/Recommendations:

i. A National Council for accreditation of Library Schools (NACALIS) to be established under the provision of the Library and Information Science Education Act, that can be enacted by the Parliament of India.

ii. The Government of India should play a major role in promoting LIS education in India, by creating more job opportunities for LIS professionals and removing disparity in pay scales among LIS professionals. The National Knowledge Commission (NKC)
should be immediately start the work of National Commission of Libraries (NCL) as recommended by the NKC.

iii. A National Policy of LIS education is the need of the hour.

iv. A programme of “Apprenticeship” should be started in our profession.

v. University authorities have to take initiative in filling up teaching posts of LIS departments.

vi. There should be a control mechanism for unplanned proliferation of LIS schools. No LIS school, formal, non-formal mode be allowed to start their course without adequate facilities.

vii. Continuing Education Programme of faculty members must be high priority.

viii. A National Center for Education and Research (NCER) has to be established in a view to help in coordinating a few cooperative programmes, like exchange of personnel, curriculum planning, extension lecture etc.

ix. A recommendation for setting up a National Institute for LIS (NILIS) be made to the Govt. of India with immediate effects.

x. Each and every department of LIS schools must have adequate infrastructural facilities. A separate building for Library and Information Science is needed.

xi. University Grants Commission (UGC) should help in providing guidelines regularly for developing LIS schools in India.

xii. There should be an independent status for each and every LIS department in India.

xiii. LIS syllabus has to be revised regularly to incorporating new areas of knowledge and eliminating irrelevant and obsolete areas.

xiv. Library departments should have adequate teaching aids, which will help in creating interest among students.

5.6. Conclusion
Library education is in as great a state of change now as at any time since its introduction as a part of higher education. The ultimate cause is economic. The widely felt sense of economic contraction that now pervades higher education is causing many university administrations to demand for each program justification for its existence in a university setting. Under such scrutiny, the library school suffers from a number of disadvantages: it is relatively small; it is often isolated from the rest of the university; its programs are not well understood. To flourish Library education within the university, it is imperative that library schools understand how they are perceived and establish models of library education adequate for the needs of the profession and comprehensible to colleague from traditional academic background. To maintain the position of library education in higher education, library schools must recognize and respond to these problems; they must establish a position perceived as natural within a university environment and congruent with other university program. The most important failure of library schools has been not to articulate forcefully enough; in a manner that has meaning within an academic setting.

The LIS professional has attained the status of a full-fledged discipline, but it has low recognition and has not been regarded at par with other well-known professions. As a result we do not get exceptionally bright students in our courses. In this regard a serious thinking is need of the hour to find out truly solutions to overcome the existing problems and to introduce a new techniques for overall development. LIS education is no more an education for the managers of libraries only, it become an education for the consumers of knowledge also. The need for mere library school is not needed in the present context. Better LIS schools having adequate finance, physical and library facilities, equipment, and qualified and experienced faculty is the need of the hour. The LIS School should aim at educational excellence and serve as pacesetter. LIS schools must try to produce new breed of
professionals capable for successfully performing the role in the fast changing environment of information needs of the society using new information technologies.

The faculty of LIS schools of various universities must play a significant role in inculcating among their students, the future information professionals, the value of attitude, skills and knowledge. The syllabus of LIS schools can be designed accordingly. Unplanned proliferations of LIS schools, lack of infrastructure in various LIS department, insufficient faculty strength, non existence of accreditation bodies, lacuna in training facilities, gap between teaching and practice, lack of coordination between LIS schools and the central library of the same university and increasing unemployment and underemployment in the library field are some of the serious problems which have to be overcome as soon as possible. IFLA-ET Section has attempted to try to support the procedure and produced the Guidelines for professionals LIS programmes which define accreditation requisites. Most accreditation quality assurance models are based on programme orientation which stresses accountability and it is teacher driven. Staffing quality indicators include attention to the use of effective procedure in teacher selection criteria (Dasgupta, 2009).

Quality enhancement is the need of the hour. The approach to quality assurance in LIS used only in 10% of LIS Schools in Europe is the application of industrial standard such as ISO 9000 and management system. The quality management systems offer for LIS University Departments “the possibility to achieve and monitor excellence by looking at financial aspects, internal process, effort of change, innovation and impact of communication. In order to measure educational excellence, LIS schools can examine resources, reputation, and curricular content. The standard of excellence of resources has merit from administrative point of view that different types of resources like- staff, student, finance, academic facilities-can be assessed and evaluated. Information literacy is a key component of and contributor to life-long learning. Incorporating information literacy in the curricula in all programmes and
services needs collaborative efforts of faculty, librarians and administrators. There is a need for quality indicators in LIS education in India. Three types of quality assurance have emerged from various LIS guidelines and standards these are –

a. Programme Orientation
b. Education process orient action
c. Learning outcome orientation

Most accreditation quality assurance models are based on programme orientation which stresses accountability and it is teacher driven. Staffing quality indicators include attention to the use of effective procedure in teacher selection criteria” (Dasgupta, 2009).

Reference


