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Introduction
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1.1  Preamble

Basically Library and Information Science (LIS) education incorporates a field of professional education that provides the training to the future librarian to manage the libraries and information centres efficiently. The vision of LIS education includes teaching and research in the issues of information access and quality as well. It is fundamentally a content centred discipline with information, as its subject is concerned. Libraries are recognised to play an important role in education, scientific research and social economic development of a country. This envisages the need for skilled professionals to manage and run the library effectively and efficiently. Thus in order to feed the growing number of libraries, more trained library personnel’s is the need of the hours. For this purpose LIS School were started at number of universities. The basic aim of library education is to provide balanced training, integrating theory with practical exercise and to cover all aspects of professional work of library work.

Knowledge expansion and information explosion have extended the catchments areas of learning at such a rapid pace that any field becomes obsolete in less than a decade. Library supplements a great deal in achieving educational goals and serves as a treasure house for academic world. Libraries in general play an important role in the overall socio- economic and educational development of the state. Library is a social institution, the development of the libraries led to the development of a state as well as the nation. The library and information science profession requires a systematic education to make them dedicated for the cause to serve the humanity for
the all round development. Depending upon the prevailing educational system, the library science education has undergone changes since its beginning in the nineteenth century. Certificate course, Graduate, undergraduate and PG programmes in library and information science are growing in size and scope. The present programmes like CLS/DLIS/BLIS/MLISc/ M.Phil/ Ph.D are recognised by UGC. Many colleges and universities recognise the importance of this dynamic field and have invested significant new resources into these programs. Their shapes increasingly reflect the academic culture in which they exist. Library and information science has now become a recognised discipline of study like any other.

Library and information science education began in India in 1911, as the result of the initiatives taken by Sayaji Rao Gaikwad II, the ruler of the erstwhile Baroda State. The second school of Library Science was started in Punjab University of Lahore under the direction of another American Librarian, Asa Don Dickinson in the year 1915. This school has the pride to be the first school of Library Science in India, patronised under University system. After partition, the first school of library science was established in University of Madras in the year 1929 in collaboration with the Madras Library Association. Before this also some informal training programmes were conducted by the Andra Desh Library Association in 1920s at Vijayawada, and also during the same period in Bangalore (erstwhile Mysore State) with the initiative of the then Dewan of Mysore, Sir M. Vishveshwariah. The training course started by the Madras Library Association was a regular programme and it was taken over by the University of Madras in 1931, which used to give a certificate course of three months duration. In 1937 this certificate programme was converted by the University into a Post-Graduate Diploma in Library Science of 1 year duration and minimum qualification for admission was laid down as graduate in any discipline. Banaras Hindu University (BHU) has the credit
to become the second Indian University to start a Post-Graduate Diploma in Library Science in the year 1941. The University of Bombay followed the suit and started a similar part-time diploma course from the year 1944, restricting the admission to working personnel. Calcutta University and University of Delhi started the diploma courses in 1946 and 1947 respectively. For the first time in 1949 the University of Delhi conceived 2 courses i.e. M.Lib.Sc. programme and Ph.D. programme in addition to the PG Diploma in Library Science. Aligarh Muslim University, Aligarh; M.S. University, Baroda; Nagpur University, Nagpur and Vikram University, Ujjain started Library and Information Science Courses in 1951, 1956 and 1957 respectively.

LIS education is linked with the growth of libraries. The origin and growth of the Libraries depends on the educational and cultural conditions of the society. Library as a social organ has certain social obligations. And these obligations are vary with the educational and cultural needs. The personnel working in libraries must have proper library education then only they can implement the library techniques effectively to suit the requirements of the users. The LIS professionals should take responsibility to educate the users in accessing required information and must keep them update to cope up with the ever-changing information and requirements.

Thus, Library and Information Science (LIS) education in India are competed hundred years in 2011. And It is time for introspection and a need of the hours to know the present status of LIS and areas that need improvement. History provides a picture of the growth and development, which lends a perspective to such a study. This study presents an insight of these historical developments in LIS education in India and specially in Maharashtra State.
LIS Education in Maharashtra

The subject of LIS is relatively new to those like Physical sciences, Literature and Philosophy. In Maharashtra it is taught as a short term certificate course at postgraduate level. In Maharashtra State, the LIS is offering the course in the following universities and their affiliated Colleges. The universities are as follow:

- University of Mumbai
- SNDT Women’s University, Mumbai
- Savitribai Phule Pune University, Pune
- Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
- Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
- Shivaji University, Kolhapur
- Sant Gadge Baba Amravati University, Amravati.
- Swami Ramanand Teerth Marathwada University, Nanded
- North Maharashtra University, Jalgaon
- Tilak Maharashtra Vidyapeeth, Pune
- Bharati Vidyapith Deemed University, Pune
- Yashwantrao Chavan Maharashtra Open University, Nashik

Table 1 shows the year of the establishment of the Universities and respective department of LIS.

Table 1.1

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the University</th>
<th>Year of Establishment</th>
<th>Year of Establishment of the DLISc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University of Mumbai, Mumbai</td>
<td>1857</td>
<td>1944</td>
</tr>
<tr>
<td>2.</td>
<td>S.N.D.T. University, Mumbai</td>
<td>1916</td>
<td>1961</td>
</tr>
<tr>
<td>3.</td>
<td>Savitribai Phule Pune University, Pune</td>
<td>1948</td>
<td>1958</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of the University</td>
<td>Year of Establishment</td>
<td>Year of Establishment of the DLISc.</td>
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</tr>
<tr>
<td>4.</td>
<td>Dr. Babasaheb Ambedkar Marathwada University, Aurangabad</td>
<td>1958</td>
<td>1968</td>
</tr>
<tr>
<td>5.</td>
<td>Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur</td>
<td>1923</td>
<td>1956</td>
</tr>
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<td>7.</td>
<td>Sant Gadge Baba Amravati University, Amravati</td>
<td>1983</td>
<td>1990</td>
</tr>
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<td>8.</td>
<td>Swami Ramanand Teerth Marathwada University, Nanded</td>
<td>1994</td>
<td>1999</td>
</tr>
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</table>

1.2 **Significance of the Study**

The present study highlights the gradual development of hundred years Library and information Science Education and its background in India. A hundred years spanning nearly specially it studies of Maharashtra State Library and information Science Education.

Library and Information Science education in India has completed its glorious century. The study will trace the history of the LIS education, which will give clear picture of development of the concerned subject. This overall study of the subject will help in future growth of the subject.

The researcher presents a historical perspective of library and information science (LIS) education in India, and traces the development of the subject. The discipline got recognition with the introduction of various courses at the university level. It has seen periods of growth and maturation. The recommendations of National Commission provide an opportunity for reformation and changes in the educational system that needs to be grabbed.

LIS education has grown and developed into a full-fledged multi-disciplinary subject. LIS courses at bachelors, masters and research level
are being imparted in different institutions – university department, colleges, library associations and specialised institutions. Nowadays 98 universities in India are imparting Library and Information Science Education as independent departments in different levels. Apart from these departments, there are also specialised R&D organisations imparting library and information science education. It is Worth to mention that the two years Associate ship in Documentation and information Science (ADIS) imparted by Documentation research & Training Institute (DRTC), Indian Statistical Institute, Bangalore (Karnataka), INFLIBNET Ahmedabad, Gujarat and National Institute of Science Communication and Information Resources (NISCAIR) Formerly INSDOC, New Delhi which is equivalent to Master degree of Library and information Science (LIS). In addition to these, university/department there are several other open universities imparting library education as distance education.

The researcher studies the growth and development of LIS education in Maharashtra State region through Questionnaire and data analysis, interpretation of data through diagrams and table. The researcher shows the present situation of the LIS Education through the collected data.

The study focuses on Maharashtra State. Covering the four non-agriculture universities such as i.e. University of Mumbai; S.N.D.T. Women’s University Mumbai; Savitribai Phule Pune University Pune; Dr. Babasaheb Marathwada University Aurangabad; Rashtrasant Tukdoji Maharaj University Nagpur; Shivaji University, Kolhapur; Sant Gadge Baba Amravati University, Amravati; Swami Ramanand Teerth Marathwada University, Nanded; North Maharashtra University, Jalgaon; Tilak Maharashtra Vidyapith Pune; Bharati Vidyapith Deemed University, Pune; Yashwantrao Chavan Maharashtra Open University, Nashik.
1.3 Statement of Problem

There are several challenges in keeping the LIS Education programs relevant to new kind of job in the market and comparative performance requirements at work places. Whatever changes are taken place over hundred year. LIS Education in the India educational programs needs still more changes. The job markets are coming up with new challenges and responsibilities in the libraries and information centres. The study will cover of Hundred year of LIS Education in India a specially reference to Maharashtra State. The various factors was affecting on the development of LIS education in Maharashtra state. The researcher tried all his best to analysis effacing the factors on the development of hundred years Library and information science Education in Maharashtra state.

1.4 Necessity of Study

Researcher has chosen this topic because no one has under taken such type of Research work on “Hundred Years of Library and Information Science Education in India - Special Study of Maharashtra State”

1.5 Objectives of the Study

The following objectives are for study

- To trace history of Library and Information Science Education in India.
- To trace a history of Library and Information Science Education in Maharashtra.
- To growth in Library and Information Science Education schools / Departments/Colleges.
- To know the development in Library and Information Science courses.
• To observe change in curriculum in Library and Information Science courses.

• To study the growth of teachers and students of Library and Information Science Education.

• To study the role of Open Universities in Maharashtra State for LIS Education.

• To suggest measures to be undertaken to provide the best library and information science education aiming at developing professional competencies in the changing information scenario befitting to the national and global market.

1.6 Hypotheses

• There is Mushroom growth of Library and Information Science, colleges in the last two decades.

• Information Technology dominating basic Library and Information Science subject in Library and Information Science curriculum.

• There is growth in student of LIS education.

1.7 Scope and Limitations of the Study

The overall scope of the study is much wider as it covers the period of hundred years of Library and Information Science Education in India through the analytical study of Maharashtra State.

Only to limitation of completing study in the specific era to LIS education university and college of Maharashtra State.

However, it has certain limitations as it considers all courses in Library and Information Science Education from Library certificate course to Ph.D.

A special emphasis will be given on the developments during period 2008 to 2013.
For the study minimum sixty percent sample was selected from the study region

The scope is limited to Certificate Course, B.A. level. Lib. and Inf. Sci. Post-Graduate level LIS courses conducted by the universities, which are governed by Maharashtra Universities Act 1994. The study has not covered certificate courses, privately run PG Diploma Courses in Library Networking, vernacular medium courses, and Open University/Deemed University courses. The study is a general overview of the LIS courses and not the detailed analysis of the syllabus of each university. Preliminary enquiry was made to find out:

1. Year of establishment of the university.
2. The year of establishment of the Department of LIS.
3. Courses conducted.
4. Annual/Semester Pattern of Examination.
5. Whether integrated/non-integrated.
6. Intake capacity.
7. Whether credit based.
8. Recent revision

1.8 Research Methodology

Data has been collected through questionnaire and followed by personal interview and personal observation. Questionnaires have been circulated to the LIS Professionals for gathering primary data regarding the motivation and job satisfaction. For the present pilot study primary data are collected from LIS Educational Professionals of different university, colleges and institutes. The information for the study was collected from the respective university websites, their syllabi, requests to teachers and librarians, telephonic conversation, and personal contacts.

1. Historical Method
2. Observation Method
3. Survey Method  
4. Interview Method  
5. Questionnaire Method

Above mentioned methods are followed by the researcher but the researcher preferred questionnaire technique to collect the data.

The collected data from primary and secondary sources was presented in the form of descriptive method.

The collected data will be presented in tabulated form than it will be interpreted accordingly. The data wherever was presented in tabulation form and graphical form for understanding of analysis.

Conspectus:

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Chapter-3: Library and Information Science Education India : An Overview and Specially Library and Information Science Education in Maharashtra State

Chapter-4: Descriptive Analysis and Interpretation of Data

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Bibliography

Appendices: Appendix-I: Questionnaire  
Appendix-II: Abstract of Data Analysis
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