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CONCLUSIONS AND SUGGESTIONS

After analysis and interpretation of the data, collected from the respondents, the researcher has brought forth the following conclusions and given some suggestions thereof.

5.1 Conclusions

1. It is found that, the Library of University of Mumbai is established in 1944 i.e. first and the Library of Lokrajya Jansanwad Aani Vrattapatravidya Mahavidyalaya, Parbhani is established in 2010 is last among the 45 sample LIS Dept. (Table 4.1)

2. It is found that the 37.78% Library & Information Science (LIS) Department is Granted, while the 62.22% Library & Information Science (LIS) Department is Non-Granted. (Table 4.2)

3. It is found that the 24.44% type of courses are Open University, while the 75.56% type of courses are State University. (Table 4.3)

4. It is found that the 66.67% Faculty Staff is Male, while the 33.33% Faculty Staff is Female. (Table 4.4)

5. It is found that 120 intake capacity of students for C. Lib. Sci. Course is in New Arts, Commerce & Science College, Wardha while 30 intake capacity of students for C. Lib. Sci. Course is in Mahalaxmi Jagdamba College of Library Science, Nagpur. (Table 4.5)

6. It is found that the 50 intake capacity of students for B.A. Lib. Sci. (Optional) Course is in Sambhajirao Kendre Mahavidyalaya, Jalkot, Dist. Latur while 15 intake capacity of students for B.A. Lib. Sci.
(Optional) Course is in Sharadchandra College, Shiradhon, Tq. Kalamb, Dist. Beed. (Table 4.6)

7. It is found that 60 intake capacity of students for BLIS Course is in New Arts, Commerce & Science College, Wardha. (Table 4.7)

8. It is found that 60 intake capacity of students for MLIS Course is in Sambhaji Raje College of Library & Management Science, Beed, while 20 intake capacity of students for MLIS Course is in Mahila Mahavidyalaya, Gadchiroli. (Table 4.8)

9. It is found that 80 intake capacity of students for MLIS (Integrated) Course is in New Arts, Commerce & Science College, Wardha, while 20 intake capacity of students for MLIS (Integrated) Course is in Swami Ramanand Teerth Marathwada University, Nanded. (Table 4.9)

10. It is found that 20 intake capacity of students for M.Phil. Course is in Swami Ramanand Teerth Marathwada University, Nanded & Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, while 16 intake capacity of students for M.Phil. Course is in Savitribai Phule Pune University, Pune. (Table 4.10)

11. It is found that 8 students per Guide intake capacity of students for Ph.D. Course is in Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, while 16 intake capacity of students for Ph.D. Course is in University of Mumbai, Mumbai. (Table 4.11)

12. It is found that 55 students’ strength for C. Lib. Sci. Course is in Sardar Patel College, Chandrapur in the year 2009-10, while 6 students’ strength for C. Lib. Sci. Course is in Mahila Mahavidyalaya, Gadchiroli in the year 2010-11. (Table 4.12)
13. It is found that 139 students’ strength for Diploma in Library Science Course is in Azad College, Ausa, Dist. Latur in the year 2008-09, while 22 students’ strength for Diploma in Library Science Course is in Vai. Dhunda Maharaj Degloorkar College, Degloor, Dist. Nanded in the year 2011-12. (Table 4.13)

14. It is found that 66 students’ strength for BLIS Course is in S.S. Suryabhanji Pawar College, Purna, Dist. Parbhani in the year 2009-10, while 5 students’ strength for BLIS Course is in Mahila Mahavidyalaya, Gadchiroli in the year 2009-10. (Table 4.14)

15. It is found that 32 students’ strength for MLIS Course is in Sambhaji Raje College of Library & Management Science, Beed in the year 2008-09, while 8 students’ strength for MLIS Course is in Shivaji University, Kolhapur in the year 2008-09 and Sahakar Maharshi Late Bhaskarrao Shingne Arts College, Khamgaon in the year 2012-13. (Table 4.15)

16. It is found that 35 students’ strength for MLIS (Integrated) Course is in Mahalaxmi Jagdamba College of Library Science, Nagpur and University of Mumbai, Mumbai in the year 2008-09, while 22 students’ strength for MLIS (Integrated) Course is in Dr. Babasaheb Ambedkar Marathwada University, Aurangabad in the year 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13. (Table 4.16)

17. It is found that 23 students’ strength for M.Phil. Course is in Rajarshi Shahu Mahavidyalaya, Latur in the year 2008-09, while 2 students’ strength for M.Phil. Course is in Shivaji University, Kolhapur in the year 2008-09 and 2011-12. (Table 4.17)

18. It is found that 18 students’ strength for Ph.D. Course is in Shivaji University, Kolhapur in the year 2010-11, while 3 students’ strength for Ph.D. Course is in University of Mumbai, Mumbai in the year
2010-11 and Shivaji University, Kolhapur in the year 2008-09 and 2012-13. (Table 4.18)

19. It is found that 76 students’ strength appeared for C. Lib. Sci. Examination is in Gondwana University, Gadchiroli in the year 2009-10, while 6 students’ strength appeared for C. Lib. Sci. Examination is in Mahila Mahavidyalaya, Gadchiroli in the year 2010-11. (Table 4.19)

20. It is found that 135 students’ strength appeared for B.A. Lib. Sci. (Optional) Examination is in Azad College, Ausa, Dist. Latur in the year 2008-09, while 12 students’ strength appeared for B.A. Lib. Sci. (Optional) Examination is in Vai. Dhunda Maharaj Degloorkar College, Degloor, Dist. Nanded in the year 2011-12. (Table 4.20)

21. It is found that 60 students’ strength appeared for BLIS Examination is in Swami Vivekanand Mahavidyalaya, Udgir, Dist. Latur in the year 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13, while 3 students’ strength appeared for BLIS Examination is in Dr. Babasaheb Ambedkar College of Arts & Commerce, Aurangabad in the year 2008-09. (Table 4.21)

22. It is found that 32 students’ strength appeared for MLIS Examination is in Sambhaji Raje College of Library & Management Science, Beed in the year 2008-09, while 8 students’ strength appeared for MLIS Examination is in Shivaji University, Kolhapur in the year 2008-09 and in Shri Swami Vivekanand College of Science Technology & Management, Washim in the year 2010-11. (Table 4.22)

23. It is found that 34 students’ strength appeared for MLIS (Integrated) Examination is in Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur in the year 2009-10 and 2011-12, while 22 students’ strength appeared for MLIS (Integrated) Examination is in Dr. Babasaheb
24. It is found that 33 students’ strength appeared for M.Phil. Examination is in Mahalaxmi Jagdamba College of Library Science, Nagpur in the year 2011-12, while 10 students’ strength appeared for M.Phil. Examination is in Savitribai Phule Pune University, Pune in the year 2010-11. (Table 4.24)

25. It is found that 100% students passed in C. Lib. Sci. Examination is in Mahila Mahavidyalaya, Gadchiroli in the year 2008-09, 2010-11 and Sardar Patel College, Chandrapur in the year 2008-09, 2009-10, 2011-12, 2012-13, while 23% students passed in C. Lib. Sci. Examination is in Gondwana University, Gadchiroli in the year 2011-12. (Table 4.25)

26. It is found that 100% students passed in B.A. Lib. Sci. (Optional) Examination was in Azad College, Ausa, Dist. Latur in the year 2012-13 and Vai. Dhunda Maharaj Degloorkar College, Degloor, Dist. Nanded in the year 2009-10, while 48% students passed in B.A. Lib. Sci. (Optional) Examination was in Vai. Dhunda Maharaj Degloorkar College, Degloor, Dist. Nanded in the year 2011-12. (Table 4.26)

27. It is found that 100% students passed in BLIS Examination is in Shivaji University, Kolhapur in the year 2010-11, 2011-12, in Abasaheb Garware College of Arts & Science, Pune in the year 2009-10, in K.R. Pandav Mahavidyalaya, Nagpur in the year 2009-10, 2011-12, in MSS Arts, Commerce & Science College, Jalna in the year 2011-12, in Chandmal Tarachand Bora Arts, Commerce & Science, College, Shirur, Dist. Pune in the year 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, in Shikshan Maharshi Dr. Bapuji Salunkhe College, Miraj in the year 2009-10, while no student

28. It is found that 100% students passed in MLIS Examination is in University of Mumbai, Mumbai in the year 2009-10, 2010-11, 2012-13, in Shreemati Nathibai Damodar Thackersey Women’s University, Mumbai in the year 2009-10, 2010-11, 2011-12, in Shivaji University, Kolhapur in the year 2008-09, 2009-10, 2010-11, 2012-13, in Abasaheb Garware College of Arts & Science, Pune in the year 2010-11, in Sardar Patel College, Chandrapur in the year 2010-11, in Narayanrao Chavan Law College, Nanded in the year 2011-12, in Chandmal Tarachand Bora Arts, Commerce & Science, College, Shirur, Dist. Pune in the year 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, in Sambhaji Raje College of Library & Management Science, Beed in the year 2012-13, while 10.52% students passed in MLIS Examination is in MSS Arts, Commerce & Science College, Jalna in the year 2010-11. (Table 4.28)

29. It is found that 100% students passed in MLIS (Integrated) Examination is in Dr. Babasaheb Ambedkar Marathwada University, Aurangabad 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, while no student passed in MLIS (Integrated) Examination is in Savitribai
Phule Pune University, Pune in the year 2008-09, 2009-10. (Table 4.29)

30. It is found that out 100% students passed in M.Phil. Examination is in Dr. Babasaheb Ambedkar Marathwada University, Aurangabad in the year 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, while no student passed in M.Phil. Examination is in Savitribai Phule Pune University, Pune in the year 2008-09, 2009-10 and in Rajarshi Shahu Mahavidyalaya, Latur in the year 2009-10, 2010-11, 2011-12, 2012-13. (Table 4.30)

31. It is found that 31.11% LIS Departments conducted Integrated Programme, while the 68.89% LIS Department conducted Separate Programme. (Table 4.31)

32. It is found that the in 55.55% LIS Departments, the Pattern of Examination is Semester, while in 44.45% LIS Departments, Pattern of Examination is Annual. (Table 4.32)

33. It is found that the 37.78% LIS Departments have adopted the Credit System in Examination, while the 62.22% LIS Departments have not adopted the Credit System in Examination. (Table 4.33)

34. It is found that 45.20% Marathi mode of language used for Teaching and Examination, while 2% Hindi mode of language used for Teaching and Examination. (Table 4.34)

35. It is found that 93.33% LIS Dept. respondents have reported that there is a provision for students to choose the language used for Teaching and Examination. (Table 4.35)

36. It is found that all colleges have taught papers as per their respective University. (Table 4.36)

37. It is found that 7 Papers taught in all Colleges. (Table 4.37)
38. It is found that all colleges have taught papers as per their respective University. (Table 4.38)

39. It is found that all colleges have taught papers as per their respective University. (Table 4.39)

40. It is found that all colleges have taught papers as per their respective University. (Table 4.40)

41. It is found that all colleges have taught papers as per their respective University. (Table 4.41)

42. It is found that 73.33% LIS Departments have adopted UGC Model of Curriculum, while the 26.67% LIS Departments have not adopted UGC Model of Curriculum. (Table 4.42)

43. It is found that 73.33% LIS Dept. respondents have not answered the percentage of contribution of University/Institution in adoption of UGC Model of Curriculum, while 14% LIS Dept. respondents have reported that the percentage of contribution of University/Institution in adoption of UGC Model of Curriculum is 100%. (Table 4.43)

44. It is found that 75.55% LIS Dept. respondents have not answered the reasons of changes in adoption of UGC Model of Curriculum, while 4.44% LIS Dept. respondents have reported that reasons of changes in adoption of UGC Model of Curriculum is 100% adoption of UGC Model of Curriculum; hence, no suggestions. (Table 4.44)

45. It is found that 2 LIS Dept. respondents have rated ‘Good’ for the C. Lib. Sci. syllabus used by University/Institute/College while 2 LIS Dept. respondents have rated ‘Satisfactory’ for the C. Lib. Sci. Syllabus used by University/Institute/College. (Table 4.45)

46. It is found that 3 LIS Dept. respondents have rated ‘Good’ for the B.A. Lib. Sci. syllabus used by University/Institute/College while 3
LIS Dept. respondents have rated ‘Satisfactory’ for the B.A. Lib. Sci. Syllabus used by University/Institute/College. (Table 4.46)

47. It is found that 19 LIS Dept. respondents rated ‘Good’ for the BLIS syllabus used by University/Institute/College, while 8 LIS Dept. respondents rated ‘Satisfactory’ for the BLIS syllabus used by University/Institute/College. (Table 4.47)

48. It is found that 20 LIS Dept. respondents rated ‘Good’ for the MLIS syllabus used by University/Institute/College, while 2 LIS Dept. respondents rated ‘Fair’ for the MLIS syllabus used by University/Institute/College. (Table 4.48)

49. It is found that 4 LIS Dept. respondents rated ‘Good’ for the MLIS (Integrated) syllabus used by University/Institute/College, while 1 LIS Dept. respondents rated ‘Satisfactory’ for the MLIS (Integrated) syllabus used by University/Institute/College. (Table 4.49)

50. It is found that 4 LIS Dept. respondents rated ‘Good’ for the M.Phil. syllabus used by University/Institute/College, while 1 LIS Dept. respondents rated ‘Fair’ and 1 LIS Dept. respondents rated ‘Satisfactory’ for the M.Phil. syllabus used by University/Institute/College. (Table 4.50)

51. It is found that 88.89% objectives in the Curriculum through Teaching Material contents is Achieved, while 11.11% objectives in the Curriculum through Teaching Material contents is Not Achieved. (Table 4.51)

52. It is found that 95.56% LIS Dept. respondents have not reported any suggestions for achievement of the objectives in the Curriculum through Teaching Material Contents, while 2.22% LIS Dept. respondent has reported the suggestions for achievement of the objectives in the Curriculum through Teaching Material Contents is ‘Curriculum given not revised since 2001 and all syllabi must to
revive’ and ‘B.L.I.S. Syllabus objectives & unit objectives are fulfilled; M.L.I.S. only unit objectives are given and are achieved’ respectively. (Table 4.52)

53. It is found that 95.56% LIS Dept. respondents have reported that comprehensive contents in the Syllabus of Paper was Taught, while 4.44% LIS Dept. respondents have reported that comprehensive contents in the Syllabus of Paper was not Taught. (Table 4.53)

54. It is found that 97.78% LIS Dept. respondents have reported no suggestion for comprehensive contents in the Syllabus of Paper Taught, while 2.22% LIS Dept. respondents have reported the suggestion for comprehensive contents in the Syllabus of Paper Taught is ‘Both syllabus should be up-to-date’. (Table 4.54)

55. It is found that 70.46% LIS Dept. respondents have reported that level of content from student point of view is ‘Easy’, while 2.27% LIS Dept. respondents have reported that level of content from student point of view is ‘Combined (Easy+Tough)’. (Table 4.55)

56. It is found that 77.78% LIS Dept. respondents have of the opinion that the objectives and content of paper meet the challenges of present scenario, while 22.22% LIS Dept. respondents have not of the opinion about the objectives and content of paper meet the challenges of present scenario. (Table 4.56)

57. It is found that 80% LIS Dept. respondents have of the opinion that the order and grade of the content in the syllabus/curriculum as per expectations, while 20% LIS Dept. respondents have not of the opinion that the order and grade of the content in the syllabus/curriculum as per expectations. (Table 4.57)

58. It is reported by 60% LIS Dept. respondents that percentage of ICT based and traditional syllabus is above 50%, while the 40% LIS
Dept. respondents reported that percentage of ICT based and traditional syllabus is below 50%. (Table 4.58)

59. It is found that 62.22% LIS Dept.s respondents have prepared the Annual Plan for Teaching, while 37.78% LIS Dept.s respondents have not prepared the Annual Plan for Teaching. (Table 4.59)

60. It is found that 80% LIS Dept. respondents have reported that they have prepared the unit plan for daily lecture, while 20% LIS Dept. respondents have reported that they have not prepared the unit plan for daily lecture. (Table 4.60)

61. It is found that 77.78% LIS Dept. respondents have reported that the time for preparation of lectures is Enough, while 22.22% LIS Dept. respondents have reported that the time for preparation of lectures is Not Enough. (Table 4.61)

62. It is found that 75.55% LIS Dept. respondents have reported that there is a provision of practical internship for enhancement of skill of students in University/Institution, while 24.45% LIS Dept. respondents have reported that there is not a provision of practical internship for enhancement of skill of students in University/Institution. (Table 4.62)

63. It is found that 43% LIS Dept. respondents have reported that their Teaching Aid is ‘Lecture Method’, while 2% LIS Dept. respondents have reported that their Teaching Aid is ‘Any Other’. (Table 4.63)

64. It is found that 41 LIS Dept. respondents have reported that the method of evaluation of performance of the students is ‘University Examination’, while 17 LIS Dept. respondents have reported that the method of evaluation of performance of the students is ‘Projector’. (Table 4.64)
65. It is found that all University/Institute/College have used to practice of ‘all students at a time’ batchwise for the Classification Practical. (Table 4.65)

66. It is found that all University/Institute/College have used to practice of ‘all students at a time’ batchwise for the Cataloguing Practical. (Table 4.66)

67. It is found that all University/Institute/College have used to practice of ‘all students at a time’ batchwise for the Reference Service Practical. (Table 4.67)

68. It is found that all University/Institute/College have used to practice of ‘all students at a time’ batchwise for the Computer Lab. Practical. (Table 4.68)

69. It is found that all University/Institute/College have used to practice of ‘all students at a time’ batchwise for the Internet Practical. (Table 4.69)

70. It is found that out of all 45 University/Institute/College, there is no lecture allotted in a week for Computer Practical in following 11 University/Institute/College namely - Azad College, Ausa, Dist. Latur; K.R. Pandav Mahavidyalaya, Nagpur; People’s College, Nanded; Shri Shivaji College, Parbhani; Yashavantrao Chavan Institute of Science, Satara; Vai. Dhunda Maharaj Degloorkar College, Degloor, Dist. Nanded; MSS Arts, Commerce & Science College, Jalna; Narayanrao Chavan Law College, Nanded; Sambhajirao Kendre Mahavidyalaya, Jalkot, Dist. Latur; Lokrajya Jansanwad Aani Vrattapratravidya Mahavidyalaya, Parbhani; Datta Digambar College of Library & Information Science, Loha, Dist. Nanded. It can also be noted that out of all 45 University/Institute/College, there is 50 lectures allotted in a week for Internship Practical in following 9 University/Institute/College namely- Swami
Ramanand Teerth Marathwada University, Nanded; North Maharashtra University, Jalgaon; Abasaheb Garware College of Arts & Science, Pune; K.R. Pandav Mahavidyalaya, Nagpur; Yashavantrao Chavan Institute of Science, Satara; S.S. Suryabhanji Pawar College, Purna, Dist. Parbhani; M.G.M.’s College of Library & Information Science, Nanded; Swami Vivekanand Mahavidyalaya, Udgir, Dist. Latur; Late Kishanrao Ramji Shinde College, Parbhani. (Table 4.70)

71. It is found that 22 LIS Dept. respondents have reported that the place of internship for student (MLIS) is ‘Affiliated College Library’, while 22 LIS Dept. respondents have reported that the place of internship for student (MLIS) is ‘Any Other (Special Libraries - NCL, IIT, IGDIR)’. (Table 4.71)

72. It is found that 28.88% LIS Dept. respondents have reported that the criteria adopted for allocation of Topic of Dissertation/Project is ‘As per University Rule’ and ‘Students Interest, Students Calibre & Guide’s help’, while 2.22% LIS Dept. respondents have reported that the criteria adopted for allocation of Topic of Dissertation/Project is ‘Initial Guide/Student Interaction and then the Scrutiny Committee of the Dept. Level’, ‘Innovation, use of ICT, Practical Approach. It should be used for enhancing Library Service or Functioning’, ‘College level research of various topic of dissertation’, ‘Recent Problems in LIS’, ‘Project topic allocated as per requirement and improvement of library profession’, ‘Self’, ‘Crosschecking of title which are present in Accession Register (Project & Dissertation)’, ‘Selection of topic with the help of Dnyangangotri Internet, previous dissertations, project etc.’, ‘Topic is selected by the Experts of the University’, ‘Various Library Activities e.g. Automation, Communications Facilities and Physical Plant, Human Resources, Public Services, Public and Community Relations, Technical Services’. (Table 4.72)
73. It is found that 31.11% LIS Dept. respondents have reported that 2 Students to each Faculty were allotted for Dissertation/Project, while 4.4% LIS Dept. respondents have reported that Depend upon strength of students the Faculty. (Table 4.73)

74. It is found that 68.89% LIS Dept. respondents have reported that evaluation of Dissertation/Project Work is by External & Internal Examiners appointed by the University, while 2.22% LIS Dept. respondents have reported that evaluation of Dissertation/Project Work is ‘by External Examiners outside of the University’, ‘by 100 Marks Internal & 100 Marks External, Dissertation is evaluated on the bass of content, subject, sample, student’s involvement, regularity etc.’, ‘by many kind of the subject in Dissertation/Project’, ‘through context for open discussion on Project performance; strength & weaknesses, obstacles to progress; record all data and data analysis and use in project implementation’. (Table 4.74)

75. It is found that 88.89% LIS Dept. respondents have reported that the duration is enough to prepare Dissertation/Project Work, while 2.22% LIS Dept. respondents have reported that the Dissertation/Project Work is should be submitted after theory examination. (Table 4.75)

76. It is found that 75.56% LIS Dept. respondents have reported that there is a separate Computer Lab. available, while 24.44% LIS Dept. respondents have reported that there is not separate Computer Lab. is available. (Table 4.76)

77. It is found that, 260 Computers are in Swami Vivekanand Mahavidyalaya, Udgir, Dist. Latur, the highest (3) Software in 3 University/Institute/College, (15) Printers in Swami Vivekanand Mahavidyalaya, Udgir, Dist. Latur, while the lowest (3) Computers are in Swami Ramanand Teerth Marathwada University, Nanded and
in New Arts, Commerce & Science College, Wardha, (1) Software in 20 University/Institute/College, (1) Printers in 10 University/Institute/College. (Table 4.77)

78. It is found that 80% LIS Dept. respondents have reported that Network Media is available, while 20% LIS Dept. respondents have reported that Network Media is not available. (Table 4.78)

79. It is found that 93.33% LIS Dept. respondents have reported that the network type they used is LAN, while 2.22% LIS Dept. respondents have reported that the network type they used is MAN. (Table 4.79)

80. It is found that 77.78% LIS Dept. respondents have reported that there is Internet Facility available in the Department, while 22.22% LIS Dept. respondents have reported that there is no Internet Facility available in the Department. (Table 4.80)

81. It is found that, 20 University/Institute/College have availability of Web Page of the LIS Department, while 24 University/Institute/College have not availability of Web Page. (Table 4.81)

82. It is found that, highest (8) University/Institute/College have received the State Government Fund for Staff Salary) for the LIS Department, while lowest (3) University/Institute/College have received the State Government Funds for Building, Furniture and Equipment. (Table 4.82)

83. It is found that, highest (3) University/Institute/College have received the UGC Fund for Building, Furniture and Equipment for the LIS Department, while lowest (2) University/Institute/College have received the UGC Funds for Staff Salary. (Table 4.83)

84. It is found that, highest (14) University/Institute/College have received the Institutional Fund for Building, Furniture and Equipment for the LIS Department, while lowest (13) University/
Institute/College have received the Institutional Funds for Staff Salary. (Table 4.84)

85. It is found that, highest Annual Fees (Rs.17500) is for Ph.D. Course, while lowest Annual Fees (Rs.320) is for B.A. Lib. Sci. (Optional) Course. (Table 4.85)

86. It is found that 53.33% LIS Dept. respondents have reported regarding their brief outline of the Future Plans as ‘No Future Plans’, while 2.22% LIS Dept. respondents have reported that their brief outline of the Future Plans as ‘To start Research Centre’, ‘To start PGDLAN Course, To Revise the Syllabus’, ‘To adopt Wi-Fi Technology, To start teaching on projector’, ‘To create the habit of reading among the rural students’, ‘Motivating the students for competitions in today’s information globalisation world’, ‘Curriculum Feed Back & Workshop, separate Centre for Imparting Lib. & Inf. Sci. Training; Separate E-Literacy Programme Lecture’, ‘To introduce the Diploma Courses and Ad-on Course in Library and Information Science’, ‘Purchase Library Software, Online Resources’, ‘To prepare Organisation of LIS Students’, ‘This is also true of information organisation, which are undergoing equally profound change at the hands of technology, budget constraints’, ‘Improvement in Department & College’, ‘Interacting Method used by LCD Projector and all the student used internet’. (Table 4.86)

87. It is found that 46.66% LIS Dept. respondents have reported that they have no suggestions, while 2.22% LIS Dept. respondents have suggested that LIS Syllabus should be practically oriented; if Theory is of 600 Marks, Practical should be of 500 Marks; need of Online Courses, Marketing of LIS Course; University may not be run LIS Courses; Library and Information Education should imparted in all disciplines; Internship should be made compulsory before awarding
U.G. & P.G. Degree; the library is always has been at the heart of the academic society for teachers, research scholars, students; to impart Lib. and Inf. Sci. education, to provide better services and easy access to user of the library; for this purpose, library training and educational plays a vital role; for the importance of library, need to bring the books of library science; Credit Based Syllabus is supported to handle all challenges of I.C.T. and further education; Government should provide essential assistance for the department of LIS education in India; Library plays important role in education system; Libraries contribute to the students developing their knowledge and act as a support in the learning process; information science education needed for modern society; increasing the extent of studying and research; applying creativity in problem solving; fostering skills in self-study as well as group study; respecting other nations and ideas; duration of B.Lib. Degree Course should be reduced from 4 years to 3 years; Academic Exam Pattern should be changed to Annual basis for M.Lib. Course; Digital Library and Standardisation of Library provided by every institution; Examination Pattern be given importance of the lengthy questions and objectives also; One year Diploma instead of B.L.I.S.; M.L.I.S. integrated 2 years & 6 months internship; Information Technology should be given more weightage; Theory & Practical should be 6:4. (Table 4.87)
5.2 Suggestions

Following suggestions are made for the qualitative improvement of library and information science education in Maharashtra state and National level as well.

LIS Education

1. Establishment of Information Technology based training schools for library and Information Science Faculty must be done in Maharashtra.

2. Training centers should be made for teachers of library and information science.

3. Encouragement and motivation to be provided to the teachers & students in the field of research in Library & Information Science, They should be trained to publish books and articles of impact factor.

4. Introduction of Library and Information Science as an optional Subject at undergraduate level.

5. Initiation of diploma courses for library professionals, to work shoulder to shoulder with updated and highly trained new staff.

6. Considering the demands of contemporary age, some steps towards inter-disciplinary collaboration should be taken, like computer science, Business management, Journalism and Mass-communication.

7. Funds should be provided for promoting research activities in the field. In fact awards, prizes and fellowships Weill help in changing scenario in the area.

8. Teaching, Non-teaching staff in LIS should be appointed on grantable positions. In the study period it indicated that maximum colleges were run on non-grant basis. This factor plays the important
role. In near future the government policy should be to bring these colleges on grant basis.

**Syllabus / Curriculum**

1. Library Schools should initiate with structuring and re-structuring of syllabus. It should be such to meet the objectives of present era.

2. Curriculum should be designed in such a way they promote individual and professional growth. It should reflect and remain responsive to changes taking place in the new syllabus should be incorporation of views and opinions of students, professionals and learners.

3. The syllabus should be revised and restructured from time to time, and new addition be made.

4. Elective information system paper should offer detailed plan of syllabus.

5. Keeping in mind the tiresome syllabus of Library and Information Science to make it simple and easy syllabus be restructured.

6. The stress on professional ethics and librarianship should be given.

7. Unnecessary and out-dated contents should be removed from syllabus.

8. Syllabus should be ever-changing with the demands of market.

**ICT Based**

1. ICT should not be placed as an optional paper, but it should be common and compulsory paper.

2. New elements like Library automating with special reference to deferent library software’s like to SOUL, LIBSYS, E-GRANTHALYA, KOHA, GREENSTON etc., database administration, networking and resource sharing,
telecommunications operations research and systems analysis, Desktop publishing, Expert system like artificial intelligence, cybernetics etc.

**Teaching Aids**

1. The teaching program must be well planned. There should be equal distribution of teaching and practical work. Teachers should be made familiar with effective teaching techniques like demonstration, dialogue discussion PPT presentation and so on. A teacher should include new and innovative styles like counseling micro-teaching and tutorial work.

2. Network Based.

3. Automation Identification Method: Library Automation Software, Bar coding, RFID, etc.

4. Government should provide grants in order to realize the goals of LIS education without government help schools and colleges cannot provide teaching aids which make LIS simple and easy subject.

**Technical Processing**

1. It is necessary to introduce detailed study of DDC 23th Edition (Dewey decimal classification) and UDC abridged 3rd revised English (Universal Decimal Classification) as most of the engineering colleges use UDC and any colleges are use DDC 23rd Edition.

2. Standards of bibliographic records should be specified and they should be made familiar such as ISBD, ISBD (M), CCF, MARC, INIMARC, and MARC-21 and so on.

3. Proper weight age be given to classification and cataloguing, as they form important part in Library Administration.
**Accreditation Agency**

1. There should be qualitative and highly talented panel supervising success and failure in the area.

2. There should have a sound accreditation body for Library and Information Science such as NAAC, BAR Council of India and (legal education), NCTE (Teacher education), and AICET (Technical education).

**5.3 Further Research Work**

There is lot of scope for further research. The scope of further research work is as follows:

1. Study on the Government Policy according to LIS education in the area.

2. Study the problems of the students of the LIS education.

3. Study on the Library schools should make an objective approach to the problem of restructuring of LIS.