Chapter VI

RESULTS AND DISCUSSION

6.1 Conclusions:

1. In the study region total 17 colleges runs Library and Information Science degree courses. Out of 17 colleges, 04 colleges runs only undergraduate course i.e. B.L.I.Sc., 12 colleges runs both undergraduate and postgraduate degree courses where as only one college runs M.L.I.Sc. courses. Out of 17 colleges only 23% colleges runs the degree courses, 71% colleges runs both the undergraduate and postgraduate degree courses and only 6% colleges i.e. one college runs the M.L.I.Sc. course of two years.

2. Total sample size for the present research work was 360 students, out of which 220 students belong from B.L.I.Sc. degree course, whereas 140 students belongs from M.L.I.Sc. degree course which is master degree in Library and Information Science. Out of these 200 students, 110 students from B.L.I.Sc. and 90 students from M.L.I.Sc. were selected from the Dr. Babasaheb Ambedkar Marathwada University, Auranagabad and 110 students from B.L.I.Sc. and 50 students from M.L.I.Sc. degree course were selected Swami Ramanand Teerth Marathwada University, Nanded. The sample size selected for the present research work was 28% (360 out of 1267).

3. Colleges affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad total 849 students were enrolled out of which 475 students were enrolled for B.L.I.Sc. degree course whereas 374 students were affiliated to M.L.I.Sc. degree course. Out of these, 200 students were enrolled under the affiliated colleges to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad out of which 110 students were enrolled for B.L.I.Sc. course whereas 90 students were enrolled for M.L.I.Sc. degree course. Colleges affiliated to Swami Ramanand Teerth Marathwada University, Nanded total 418 students were enrolled for B.L.I.Sc. and M.L.I.Sc. degree courses. Out of which, 336 students
were enrolled for B.L.I.Sc. and 82 students were enrolled to M.L.I.Sc.
degree courses in the affiliated colleges. The Swami Ramanand Teerth
Marathwada University, Nanded has not the P.G. courses as well as
research center at university campus.

4. Out of the total 849 students enrolled under the Dr. Babasaheb
Ambedkar Marathwada University, Aurangabad 200 students were
selected as sample size which is equal to 23.56% and 160 students out
of 418 students enrolled under Swami Ramanand Teerth Marathwada
University, Nanded which is equal to 38.28% as a sample size for the
present study purpose.

5. Out of the total 360 respondents, 221 students comes under male
category, whereas 139 students came under female category which is
equal to 61.49% and 38.61% respectively. Out of total 360
respondents, 220 students were enrolled for B.L.I.Sc. course whereas
140 students were enrolled for M.L.I.Sc. course.

6. Marathwada region is one of the regional parts of the Maharashtra
state. Marathi is regional language of Maharashtra. Therefore all the
students in the study region, they know very well of Marathi language
more than Hindi, English and Urdu languages. Out of the total
respondents, 37% students were known Marathi language, where as
36% respondents were known Hindi language, followed by 26% as
English language. The lowest share of language known was Urdu
which is equal to only 1%.

7. During the study period out of the total respondents, 10% respondent
gives preference the ‘Clipping’ research topic as the research project
during the study period, out of the 37 respondent 35 students belongs
from B.L.I.Sc. and 2 students belongs from M.L.I.Sc. course. Out of
the total 360 respondents, 63 (17%) respondents prefer for ‘User study’
out of 63 respondent 29 students belongs from B.L.I.Sc. and 34
students belongs from M.L.I.Sc. course as research area during the
study period, followed by 53 (15%) respondents preferred
‘Bibliographical’ area as research area, 15,13 (4%) for ‘Library
software, E-Journal’, 35 (10%) for ICT as research area for the study purpose. 24 (7%) for ‘comparative study’, 31 (9%) for ‘Bibliometrics Analysis and A case study’, 28 (8%) for ‘Citation Analysis’ Only 9 (2%) respondents were not interested in any type of topic for the research work during the study period.

8. Out of the total respondents, 37 respondents gives the ‘Clipping’ as the research project during the study period, out of the 37, 35 students belongs from B.L.I.Sc. and 2 students belongs from M.L.I.Sc. course. Out of the total 360 respondents, 63 (17%) respondents prefer for ‘User study’ as research area during the study period, followed by 53 (15%) respondents preferred ‘Bibliographical’ area as research area, 37 (10%) for ‘Clipping’, 35 (10%) for ICT as research area for the study purpose. Only 9 (2%) respondents were not interested in any type of topic for the research work during the study period.

9. Out of the total respondents, 46% (166 out of 360) of the students came in this profession by ‘self Interest’, followed by 24% (86 out of 360) ‘like doing work in Library’, 16% (58 out of 360) by ‘Awareness about the profession’, whereas the lowest share of 14% (50 out of 360) by ‘Friends Suggestion’. It indicates that majority of the students choose their profession in LIS Education by ‘Self Interest’, whereas the lowest share for choose this profession by ‘Friends Suggestion’.

10. Out of the total respondents, 57% (205 out of 360) respondents are satisfied about the curriculum of the LIS Education, whereas 43% (155 out of 360) respondents are not satisfied about the present curriculum of the LIS Education. It indicates that majority of the respondents are satisfied about the present curriculum of the LIS Education.

11. During the study period, 38% (137 out of 360) respondents like ‘Theory Paper part’ of the curriculum, followed by 27% (97 out of 360) by ‘Practical work’, 22% (79 out of 360) by ‘ICT Skill and Software. The lowest share was shared by 13% (47 out of 360) by ‘Research Work’. It indicates that the majority likely part of the respondents was ‘Theory Paper’ by 38% and the lowest share of 13% by ‘Research work’.
12. During the study period, majority share of 37% (133 out of 360) respondents were used ‘Reference Book’ for their study, followed by 18% (65 out of 360) through ‘Text Book’, 15% (54 out of 360) through ‘Journals’, 12% (43 out of 360) through ‘Internet’, 10% (36 out of 360) through ‘Consult Faculty’, 6% (22 out of 360) through ‘Thesis / Dissertation / Projects’. The lowest share of source of information for the study purpose was 2% (7 out of 360) through ‘Consult Professional Experts’. It indicates that, majority source for the study purpose was used through ‘Reference Book’ where as the lowest share of source of information for study purpose was ‘Consult Professional Experts’.

13. Out of the total 360 respondents, 83% (299 out of 360) takes the notes during the study period, whereas 17% (61 out of 360) students do not take the notes during the study period. It indicates that, most of the students take the notes during the study period for the future reference.

14. During the study period, most of the students of 44% (158 out of 360) depends upon the ‘Lecture method’, followed by 22% (79 out of 360) by ‘Self Reading’, 16% (58 out of 360) by ‘Seminar method’, 10% (36 out of 360) by ‘Group Discussion’, whereas the lowest share of 8% (29 out of 360) by ‘Virtual Classroom’ method. It indicates that majority share of 44% depends upon the ‘Lecture Method’ and the lowest share of 8% depends upon ‘Virtual Classroom’.

15. Out of the total 360 respondents selected for the present research work, 212 students were given the response to ‘General reading’. Out of 212 respondents, 108 (51%) respondents spent 1 to 5 hours per week on ‘General reading’, the least 8 (4%) respondents given 15 to 20 hours per week for ‘General Reading’. None of the respondent give above 20 hours per week for ‘General reading’, during the study period.

16. Out of 178 respondents 118 (66%) respondents spent 5 to 10 hours per week on ‘Specialized Reading’ during the week, the least share of 1% was spent on ‘Specialized reading’ during the study period. Out of 277 respondents, 84 (30%) respondents spent their time on research activities about 5 to 10 hours during the week.
17. During the study period, 83 (66%) respondents spent only 1 to 5 hours per week on ‘Consultation’ and only 1% respondents spent above 20 hours per week on consultation. Out of the 105 respondents spent their time for any other purpose during the study period. Out of 105 respondents 54 (51%) respondents spent 1 to 5 hours per week on other activities, whereas 9 (9%) respondent spent 10 to 15 hours per week on any other purpose during the study period.

18. During the study period, 54% (194 out of 360) of the respondents were satisfied about the information of subject knowledge. The 23% (83 out of 360) respondent gives the response to ‘Very Well’ as well as 23% of the respondents does not give the response on this part.

19. The highest share of 22% (79 out of 360) students were interested in Information Communication Technology subject, followed by Research Activity in LIS Education by 14% (50 out of 360), 12% (43 out of 360) for Digital Library as well as User Study, 10% (36 out of 360) for Information Marketing, 9% (32 out of 360) for New Trends in LIS, 7% (25 out of 360) for Library Classification and 5% (18 out of 360) for Cataloging an Library Software. The lowest share of interest is in E-sources by 4% (14 out of 360). It indicates that majority of the stakeholders are interested in Information Communication Technology were as the lowest share is in E-sources.

20. During the research period it shows that all the students i.e. 100% were visited to the library.

21. During the study period, majority of the respondents i.e. 56% (202 out of 360) were visited daily to the library, followed by 23% (83 out of 360) during 2-3 times in a week and 14% (50 out of 360) respondents visited weekly to the library. The lowest share of 7% (25 out of 360) respondents was visited monthly during the study period. It indicates that majority of the students were visited to the library on daily basis.

22. The highest share of 25% of the respondents was to borrowing materials from the library, followed by 22% for to study, 18% for
updating knowledge and 15% preparing research as well as reading journals respectively. The lowest share of 5% is using e-resources as a purpose of library visit during the study purpose.

23. During the study period, majority of 67% (241 out of 360) respondents responds that they got the desired books from the library, whereas 33% (119 out of 360) students did not got the desired book from the library.

24. During the study period, 64% (230 out of 360) respondents say that the libraries were not adopting the reservation policy for borrowing the books during the study period, whereas 36% (130 out of 360) respondents says that the libraries were adopting the reservation policy for borrowing the books from library.

25. During the study period, 78% (281 out of 360) respondents read the notice board during the visit to library, whereas 22% (79 out of 360) respondents did not read the notices flashed on the library notice board.

26. Out of the total, 81% (292 out of 360) did not consider the advice of their users, whereas 19% (68 out of 360) libraries considered the advice of the users for purchase of reading material.

27. During the study period, 57% (205 out of 360) of the respondents visit to library for reading the News paper, followed by 26% (94 out of 360) for subject reading, 9% (32 out of 360) for competitive examination. The lowest share of 8% (29 out of 360) was reading the General knowledge book material during the visit to the library.

28. During the study period 33% (118) respondents are saying that the handing the library instrument was made Fair, followed by 27% (98) were handing as a good, 21% (76) were handing as very good, 14% respondents were handing as outstanding performance in handling the library skillfully and the lowest share of 5% (19) respondents are poor in handing the library skillfully.
29. Out of the total, 46% (166 out of 360) respondents were used textbook for acquiring the knowledge, followed by 28% (101 out of 360) by reading reference books, 15% (54 out of 360) from Newspaper, 8% (29 out of 360) used the Journals/Magazine for acquiring the information. The lowest share for acquiring the information was used E-journals i.e. 3% (11 out of 360).

30. During the study period, 76% (274 out of 360) respondents says that these periodicals were not kept in bound volume in the library at the end of the year, whereas 24% (86 out of 360) respondents says that these periodicals kept in bound volume for the reference.

31. Out of the total respondents it is observed that majority of the 66% (238) respondents are saying not availability of bound volume in library whereas as only 34% (122) respondents are saying the libraries are availability of the bound volumes of the books.

32. Out of the total, 46% (166 out of 360) respondents says that the library staff was helpful during the study period, followed by 22% (79 out of 360) respondents says that the library staff was most helpful, 14% (50 out of 360) respondents responds that the library staff was less helpful, 11% (40 out of 360) respondents responds that the library staff was least helpful during the study period. The lowest share of 7% (25 out of 360) respondents responds that the library staff was not helpful at all during the study period.

33. During the study period, 17% colleges provided borrowing books facility to their students, followed by 16% colleges provided reference services, 14% library shows reading room facility, 11% CAS and SDI facility, 10% colleges provided Indexing and Abstracting facility, 9% colleges provided through newspaper clipping facility, 8% colleges provided internet facility to their students, 7% colleges provided reprographic facility, 5% colleges provided referral facility. The lowest share of 3% colleges provided through OPAC facility.
34. Out of the total respondents, 167 (47%) of the respondents gives good performance for ‘Borrowing Books’, 143 (40%) respondents gives inadequate performance for ‘Reading room’ facility. Out of the total 219 respondents, 109 (50%) respondents give inadequate response for ‘Internet’ service. Out of the 243 respondents, 86 (35%) given better preference to ‘News Paper Clipping’ facility. Out of the 148 respondents, 69 (47%) respondents give best performance to ‘OPAC’ services. Out of the 298 respondents, 108 (36%) respondents give good preference to ‘Reference services’. Out of the 142 respondents, 108 (76%) respondents give inadequate preference to ‘CAS and SDI’ services. Out of 165 respondents, 117 (71%) respondents also give inadequate preference to ‘Indexing and Abstracting facility. Out of 179 respondents 69 (39%) respondents gives good preference to ‘Reprographic’ service. Out of 156 respondents 129 (83%) respondents give inadequate preference to ‘Referral’ facility. For the other services provided by the libraries, out of 138 respondents 66 (48%) respondents give inadequate preference to the other facilities.

35. It is interesting service to note that, the most preferred service by the respondents was ‘Borrowing Books’ and ‘Reading Room’ facility, whereas the least preferred services in the library was ‘OPAC’, ‘CAS and SDI’, ‘Referral’ and other extra services provided by the libraries. Majority of the respondents gives their response about the ‘Borrowing Books and Reading Room facility, followed by ‘Reference Services’, whereas the least preference was given to the other facilities provided by the libraries.

36. The highest share of 17% respondents were used borrowing facility, followed by 16% respondents used collection of thesis/ dissertation, 15% respondents used reading room facility and collection of books, 12% respondents used reference section facility, 7% respondents used reprography facility, 3% respondents used catalogue / OPAC as well as e-journals/ database facility from the library. The lowest share of 2% E-resources laboratory facility was used by the respondents. It is concluded that, the most popular facility i.e. borrowing facility was used
by all the respondents during the research work, whereas the lowest e-
resources laboratory facility was used by only 2% respondents.

37. Out of the total 50 respondents, 21 (42%) respondents give inadequate
facility about the ‘Catalogue / OPAC’ facility, whereas only 3 (6%)
respondents gives preference to this facility as best facility. Out of the
total 245 respondents, 89 (36%) respondents gives good facility as
response to ‘Reference Section’, where as 34 (14%) respondents give
‘best facility’ response about the reference section. Out of the total 202
respondents, 88 (44%) respondents gives preference to Journals (Prints)
as inadequate facility; whereas only 12 (6%) respondent gives ‘good’
facility to Journal facility provided by the libraries. Out of 317
respondents, only 108 (34%) respondents give response as ‘good’
facility to ‘Collection of Books’, whereas 53 (17%) respondents gives
best preference to this facility.

38. Out of the total 65 respondents, 34 (52%) respondents give inadequate
preference to ‘E-journals/ database’. It is interesting thing that, none of
the respondent give as best facility to ‘E-journals’ during the research
period. Out of 47 respondents 31 (66%) respondents give ‘inadequate’
preference to ‘E-resources laboratories’, whereas none of the
respondent gives the preference as best facility about this library
facility. Out of the total 360 respondents, 299 respondents give
response regarding the ‘Reading Room’ facility provided by the
libraries. Out of the total 299 respondents, 106 (35%) of the
respondents give as ‘inadequate’ facility, whereas 34 (11%) of the
respondents give response as ‘best’ facility to reading room facility.
Total 1512 respondents gives response about the ‘Reprography’ facility
provided by the libraries. Out of 151 respondents, 69 (46%) of the
respondents give ‘Good’ facility response to ‘Reprography facility’,
whereas only 14 (9%) respondents gives response as ‘inadequate
facility’ to the reprography section.

39. All the respondents give response to ‘Borrowing facility’. Out of the total
360 respondents, 189 (52%) respondents gives ‘Good’ response for
borrowing facility, whereas only 32 (9%) respondents give ‘Inadequate facility’ to the ‘Borrowing Book’ facility provided by the libraries to their students. Total 338 respondents give response to the ‘Collection of Thesis / Dissertation’ facility provided by the libraries to their students. Out of the 338 students 113 (33%) students give ‘Good’ as response to ‘Collection of thesis / dissertation facility’ whereas only 59 (17%) respondents give ‘best’ as response to ‘collection of thesis’ facility.

40. Out of the total facilities provided by the libraries, majority of the respondents 17% respondents gives preference as best facility to ‘Borrowing Books’, followed by 16% to ‘Collection of Thesis/Dissertation’ facility, 15% for ‘Collection of Books’ facility. The preference about the facility the least share goes to 2% for ‘E-resources laboratories’. It is interesting to know that, only for the ‘Borrowing book’ facility all the respondents gives the response, whereas the least response (47 respondents) was given to ‘E-resource laboratories’.

41. Out of the total respondents, only 43% (155 out of 360) were satisfied with the library sources and services and remaining 57% (205 out of 360) respondents were not satisfied with the same. So it is found that maximum number of respondents 205 (57%) are not satisfied so there is need to develop good information sources and radical change in services provided by the library.

42. 100% respondents use other information sources other than their college library. Out of these respondents 32% (223) respondents uses internet for completing their information needs. 7% (47) respondents have taken membership of other library. 25% (173) students purchase books by own and have taken self subscripting of journals and periodicals. 28% (194) respondents take help from faculty members for fulfilling their information needs. So it is found that maximum students 32% (223) use internet and help from faculty 28% (194) for completing their information needs.
43. During the study period, 41% (148 out of 360) respondents were aware about the 1-3 software. 28% (101 out of 360) respondents were aware about 1-5 library management software and 23% (83 out of 360) respondents were aware about the 1-10 library software. Only 08% (29 out of 360) respondents were aware about the 10 to above library software. It is found that maximum students are aware about the library softwares.

44. During this study 59% (212) respondents said that the SOUL is the most useful software for library, followed by 18% (65) respondents preferred Libman software for library, followed by 13% (47) as Koha software and the lowest share of 10% (36) respondents are given preference for other software which is useful for library services.

45. Out of the 360 respondents, majority of the 87% (315) respondents were using ICT in library whereas 13% (45) respondents were not using the ICT in library activities.

46. During the study period majority of the 40% (145) respondents are using ICT CD/DVD literacy skill in library, followed by 30% (108) are using ICT literacy skill in Internet, followed by 20% (73) were using Audiovisual skill in ICT literacy skill and the lowest share of 10% (34) respondents are used Library Software (OPAC) in ICT literacy skills.

47. Out of the total respondents, majority of the 28% (103) respondents says that ICT resources make it easy to search information for my research work, followed by 26% (93) respondents are using ICT resources improves the quality of my work, 20% (71) respondents ICT resources provide up to date information that enhance my productivity and the lowest share of 11% (39) respondents are using ICT resources is not much relevant to my work activities.

48. During the study period out of the total 360 respondents, majority of the 50% (179) respondents were need training through Formal education, followed by 25% (91) as self study, 9% (31) for informal education and
through colleagues. The lowest share is 2% (6) respondents says that the attending IT programme is ICT literacy training programme.

49. Out of the total respondents majority of the 51% (184) respondents were saying Insufficient Facilities by the respondents, followed by 23% (83) respondents saying inadequate skill as the obstacles hindering effective use of ICT facilities, the lowest share of 8% (27) respondents saying the lack of times as an obstacle in hindering effect use in ICT facilities.

50. During the study period it is concluded that, maximum 78% students had shown the interest in research work. Only 22% students said that they don’t have any interest in research.

51. During the study period, out of the total 281 respondents, 69 (25%) respondents were interested in ‘Newspaper clipping’ research area, followed by 46 (16%) were interested in ‘Case Study’, 38 (14%) respondents were interest in ‘Bibliographical’ research area, where 32 (11%) respondents were interest in ‘Library Service’, 26 (9%) respondents were interested in ‘User’s study’ as research area. The lowest share of 4%, respondents was interest in other areas.

52. During the study period, only 191 (53%) students participate in seminar and 169 (47%) students don’t participate in the same. So it is needed to encourage the students towards the seminar and conferences.

53. The highest share of 66% (237 out of 360) respondents were not published their research articles in research journals, conferences, seminars, whereas the lowest share of 34% (123 out of 360) respondents published their research articles in journals, conferences, seminars.

54. The highest share of 79% (97 out of 360) respondents were published their research paper in local level journals, followed by 20% (24 out of 360) at national level research journals. The lowest share of 1% (2 out of 360) respondents published their research papers at international level journals.
55. Out of the total 32% (115 out of 360) respondents used reference book as sources in research article, followed by 24% (86 out of 360) researchers were used for text book, followed by 14% (53 out of 360) used journals, 9% (31 out of 360) respondents used internet as information for research article, 6% (22 out of 360) respondents used thesis/ dissertation / projects for research article. 5% (19 out of 360) respondent did not able to respondent to this question. The lowest share of 2% (8 out of 360) respondents was used consult professional expert as information source for research article.

56. Out of the total respondents, 54% (193 out of 360) respondents did not know the e-resources in the field of LIS education, whereas 46% (167 out of 360) respondents knew the e-resources about the LIS education.

57. Majority of the 29% (49 out of 360) respondents were used E-journal (UGC-INFONET) as e-resources, followed by 19% (31 out of 360) respondents were used Digital e-book, 13% (21 out of 360) respondents were used E-journal N-list, 11% (19 out of 360) respondents used any other i.e. M.L.O.Sc., WEB, ETC as a e-resources, 10% (17 out of 360) respondents used e-journals (Institutional subscription), 9% (16 out of 360) respondents used CD ROM, 6% (9 out of 360) respondents used e-journal on library association. The lowest share was used as 3% (5 out of 360) as document delivery services (through JCCC) as e-resources.

58. Out of the total respondents, majority of the 63% (227) respondents using ILOSC database e-resource, followed by 19% (68) using Amazone.com database as e-resources, 11% (40) respondents using Vidyanidhi as e-resources and the lowest share was 7% (25) respondents using Shodhganga as e-resources in the library.

59. During the study period, 34% (123 out of 360) respondents did not agree that impact of e-resources on LIS education, followed by 25% (89 out of 360) respondents were not use this part in LIS education, 19% (68 out of 360) respondents did not know the impact of e-resources on LIS education. The lowest share of 9% (33 out of 360)
were strongly agreed the impact of e-resources on LIS education. It is concluded that, the lowest share of respondents were strongly agrees the impact of e-resources on LIS education.

60. The highest share of 22% (78 out of 360) students access to a wider range of information for information of E-resources in LIS education, followed by 14% (49 out of 360) was used faster access to information, 11% (39 out of 360) was used to access to current up-to-date information, 10% (37 out of 360) respondents gives importance to easier access to information. The lowest share of importance of E-resources in LIS education was 9% (34 out of 360) was used to improved academic performance as a result of access to quality information.

61. During the study period, the highest share of 45% (163 out of 360) respondents used library source for data collection, followed by 23% (83 out of 360) respondents used internet, 11% (41 out of 360) used research guide, 6% (23 out of 360) respondents used friends as data collection. The lowest share of 5% (16 out of 360) used faculty as collection of information, whereas 10% (34 out of 360) respondents were unable to respondent this question.

62. During the study period, 57% (204 out of 360) respondents update their knowledge for examination purpose, followed by 19% (68 out of 360) for writing article, 13% (48 out of 360) none of the above. The lowest share of updating the knowledge is 11% (40 out of 360) for preparation of speech.

63. Out of the total, 30% (108 out of 360) respondents search the information by key words, followed by 23% (83 out of 360) by the subject, 13% (48 out of 360) by title, 10% (36 out of 360) by author. The lowest share of 8% (28 out of 360) by any other method was used for information searching strategy.

64. During the study period, the highest share of 47% (168 out of 360) Indian publications was used by the respondents, followed by 31%
(112 out of 360) was used local publications, 14% (52 out of 360) by none of the above publications. The lowest share of 8% (28 out of 360) respondents used as foreign publications.

65. During the study period, 19% (69 out of 360) respondents having the library resources difficulties, followed by 16% (58 out of 360) having information scattered in to many sources, 15% (53 out of 360) for inadequate facilities, 13% (46 out of 360) for lack of suitable abstracting journals, 10% (38 out of 360) for none of the above, 9% (34 out of 360) for slowness of publications, 8% (28 out of 360) for interdisciplinary nature of literature. The lowest share of 4% (13 out of 360) for lack of access due to library rules was the difficulties for information accessing. It indicates that the major share of difficulties for information accessing was 19% and the lowest share of 4% was lack of access due to library rules.

66. During the study period, majority of the 41% (148) information is assembled through Publication in e-resources, followed by 33% (119) information assembled through Change the Curriculum of LIS education, 21% (75) information is assembled by Syllabus must teach in regional language and the lowest share was 5% (18) which is assembled by More reference books are published in Marathi / regional language.

6.2 Suggestions:

1. At present, there is uncertainty in Library and Information Science education due to lack of funding for this programme from the Government. During the next coming days, if the Government paid some grant for these courses, the majority of the stakeholders will be take the benefits of these programmes and which will help to the development of L.I.Sc. education.

2. All the university gives the Master degree education in their campus. At present, under the study area only one University gives the Master
degree education in L.I.Sc. One university, yet not have an independent L.I.Sc. education in the campus i.e. Swami Ramanand Teerth Marathwada University, Nanded. University should establish the Master Degree course in its campus, as early as possible which will help for the development of L.I.Sc. education.

3. At present there is lower rate of admission of female students as compared to male students. Through giving the scholarship to female students, the number of admissions shall be increased. Some motivations also increase the female admission for this course.

4. At present, majority of the colleges runs their B.L.I.Sc. and M.L.I.Sc. degree in English medium. For increase the students strength, these courses shall runs under the various methods like Marathi, Hindi, etc. It will helps to students to acquire knowledge in their mother language, which will create the interest amongst the students.

5. Majority of the students of this faculty do not take interest in research work. There are various sectors for research work like ICT, Digital Library, E-learning, Virtual Library, User Behaviour, User Satisfaction, which are the areas where the research can be done by the students of L.I.Sc. education.

6. Some measures can be taken for the changes of the syllabus. The syllabus should be framed as per the need of the present situation, which will help to develop the interest amongst the students, who want to take the admission for library science education.

7. The success of library science education is depends upon the practical work. Basically the library science education is the practical education. Hence, the Practical work like, seminar, study tours, entranceship, etc. should be included as a curriculum of the library science education.

8. During the study period, it is proved that majority of the students used the printed material for their study purpose. But, in the present era there are various types of study material is available viz., E-journals, E-books, E-database, E-learning. For the understanding of library science
subject this material should be used for the learning purpose and which will be made mandatory for the colleges, which colleges runs these course.

9. At present, the affiliated colleges used the lecture method for the teaching purpose. For creating the interest amongst the students of Library Science faculty, the modern technology can be used viz., E-learning, Virtual Classroom, seminar method, etc., which will create interest amongst the students.

10. For creation of research attitude amongst the students, the curriculum shall be included the research methodology paper as a regular part of the library science education. It should be make mandatory for at least Post graduate level. This will increase the research attitude amongst the students.

11. Majority time is spending for the general reading material. Instead of the general reading material students should involved in professional activities, research activities. This activity can helps for creating awareness about the profession of library science.

12. During the study period, it is seen that, majority of the libraries do not have the sufficient reading material in their library. It should increase by giving the financial assistance to the library. The administrative part can take initiation, in this regard.

13. At the time of purchase of books in the library, the demand of the stakeholders should take into consideration. The ban should be initiate on the purchase of books, which books are not demanding from the stakeholders.

14. The journals should be kept in the bound volume. It should be made mandatory for all the libraries. These bound volume also used for the reference in future.

15. The atmosphere of the library makes a lot, which will increase the interest of the stakeholder. The basic facilities which are provided by
these libraries should be rich. The facilities provided by these library should be increased by giving seed money by the government and other financial institutions.

16. The interlibrary facility should be provided for the stakeholders. It will help for optimum use of the library resources. This will be done through interlibrary loan. It should make mandatory to all the library to provide the reading material to all the Library Science education students.

6.3 Scope for further research:

1. During this research study the behavior of B.L.I.Sc. and M.L.I.Sc. students were taken as a sample. There will be a scope for taking all the students' behavior regarding the development of L.I.Sc. education.

2. This study was limited to Marathwada region, which is included only two university viz. Dr Babasaheb Ambedkar Marathwada University, Aurangabad and Swami Ramanand Teerth Marathwada University, Nanded. The comparative study of the students belonging these two universities shall also be taken.

3. The impact of ICT on the study of library science education shall be study during the next days, which will help for the use of ICT material in the curriculum.

4. The study regarding the behavior of the employees, who were working in the field of library science, shall be taken for the development of library science education in this region.