In this chapter, an attempt has been made to provide a summary of the inquiry, its findings and conclusions. Thereafter the findings of the study have been checked with the hypotheses. Suggestions and recommendations for the improvement of LIS education in Iran and India, form the conclusion of this chapter. At the end, the author has suggested a few topics for further research.

**CONCLUSIONS**

Library education at the university level, started over a hundred years ago. In India, the education for librarianship is about 65 years old, whereas in Iran it is about 35 years old.

The need for professionally trained personnel in the field of librarianship was first recognised by Melvil Dewey. He introduced library education in Columbia University in 1887. This marked the beginning of library education at the university level in the world. In Great Britain, the first part-time library courses started at various places like the one in Manchester in 1899, whereas, the first full-time course at the British Library School was introduced at the University College London, in September 1919.

In India, the first library training course of one-year duration was initiated by W. Alanson Borden in 1911 at Baroda. It was followed by a course initiated by Asa Don Dickinson in 1915 at the Punjab University, Lahore. Andhra University, Waltair, established the first library education programme in 1936.
In comparison to this position, education for librarianship in Iran is still at an early stage of development. The first part-time library course, as in-service training was introduced in 1939 by Dr. Bayani. It was sponsored by the Ministry of Education, Tehran. However, it was in 1966 that formal library education was introduced in Iran at the University of Tehran, Tehran. Thus, the formal training and education for librarianship in India started much earlier than it did in Iran.

There is no doubt that library education in India has been progressing well as compared to that of many other developing countries such as Iran. This has been mainly due to the vision and efforts of Dr. S.R. Ranganathan and the support extended by the Government and UGC.

The present study is aimed at investigating the evolution and development of library education in Iran and India and a comparison thereof. The study is limited to such LIS programmes which are offered by the universities in India and Iran. However, one only exception has been made that is the inclusion of National Library, Iran. As such, 63 departments in India, and 20 in Iran, have been covered in this study.

The sampling had been done with reference to two categories of people engaged in the education of LIS, i.e. Heads of the departments and the teachers. The questionnaires were sent to the 63 chairpersons and 205 teachers in India. Whereas 20 chairpersons and 106 teachers in Iran received the questionnaire. This study required the use of survey techniques to explore facts.

To work out clearly the similarities and differences between the systems of LIS education followed in Iran and India, the data collected was analysed and presented in the following sections as conclusions.

1 - **Levels of Courses**

Till 1997 (the time covered by the study) nearly 63 universities offered LIS programmes at different levels in India. By the same year, in Iran only 20 institutions (19 universities and the National Library) conducted the LIS courses throughout the country.
At present, the universities in both the countries are offering programmes of LIS education at four levels. In Iran, these are: Ass. Dip.; BLS; MLS; and Ph.D. Whereas, in India the programmes include: B.Lib.Sc.; M.Lib.Sc.; M.Phil.; and Ph.D. In Iran, a few universities offer the BLS programme in two streams. The first stream consists of candidates who have qualified Associate Diploma (Ass. Dip.) in Library Science. They take 2 years to complete the course. The second stream consists of fresh candidates. They spend 4 years, after high school diploma, to get the same degree.

In India, M.Lib.Sc. programme has two streams: the one that is offered by most of the departments is of the duration of 1 academic year after B.Lib.Sc. degree. The second is offered by a few universities only. They conduct the M.Lib.Sc. as an integrated programme in a duration of 2 academic years. Most of these universities do not offer B.Lib.Sc. degree.

While in India, the M.Phil programme is offered by a few universities, the Iranian universities do not offer this programme at all. Ph.D programme in Iran is conducted by only one university. To complete this course, a candidate has to pass an examination after completing a few regular courses. It is followed by the submission of a thesis.

In India, one can complete the programme by submitting a thesis only. No course work is involved.

It is, therefore, concluded that the two countries do not have identical streams of programmes for library science education.

2 - Number of Programmes

In the academic year 1996-97, 4 universities in Iran offered the Ass. Dip. in Library Science; 15 universities offered BLS; and 7 universities offered MLS. Facility for Ph.D. programme was available in one university only.
In the same year in India, B.Lib.Sc. course was offered by 56 universities, M.Lib.Sc. by 57 universities and M.Phil. course by 10 universities only. Facilities for Ph.D programme were available in 39 universities.

The years of establishment of different LIS programmes being offered by universities in two countries are given in a tabular form as below:

**TABLE - D Origin of the LIS Programmes in Iran and India.**

<table>
<thead>
<tr>
<th>Name of the Country</th>
<th>Year of establishment of the programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>--</td>
</tr>
</tbody>
</table>

Thus, it is revealed that the progress of LIS programmes in India is better in comparison with Iran.

3 - Geographical distribution/ location of LIS departments

The study showed that in the year 1996-97, in Iran the existing 20 university departments which offered LIS programmes were located in 9 provinces only, out of 27 provinces (33%). In the same year, in India the 63 university departments engaged in LIS education were located in 18 states and 2 union territories. Whereas the jurisdiction of the North-Eastern Hill University, located in the State of Meghalaya (Shillong), also extended to the 3 States of Nagaland, Arunachal Pradesh and Mizoram[]. Thus the LIS education in India was available in 21 states and 2 Union Territories, out of 25 states and 7 union territories (72%). It is, therefore, concluded that schools of LIS are better scattered among various provinces of India as compared to Iran.

4 - Admission requirements and duration

The study has clearly shown that in Iran, there was a uniformity in the criteria prescribed for admission and the duration of the programmes. The LIS departments followed a centralized system of admission and uniform duration of
various courses at the national level. Whereas, no centralized system of admission existed in India. Though some of the LIS departments in India did follow certain conditions different from other departments yet except for the Ph.D. programme, the minimum duration of LIS programmes at different levels in India is almost uniform in all the library schools.

5 - Student in-take

In the academic year 1996-97, 806 students were enrolled in Iran whereas at a given point of time, the total strength of all the LIS students would be about 2100 in all the library schools.

In the same year (1996-97), 2215 LIS students were enrolled in the 45 Indian Universities included in this study, whereas at a given point of time, the total strength of all the LIS students would be 2325.

The study also revealed that ratio of male and female students varied sharply. In Iran, 61.30% of the students were female and 38.70% were males. The data showed that in India, while 28.49% of the students were female and 33.27% were males. However, information about the sex of 38.24% students could not be found.

In view of this position, in the case of Iran, the picture was clear that the number of female students was more than the males. Whereas, in India since complete and dependable statistics were not available, it would be difficult to arrive at a conclusive decision about the sex-ratio on the basis of the statistics collected for the study.

6 - Teachers

The data shows that out of a total number of 106 LIS faculty in Iran, 89 (84%) were full-timers. A majority of these were lecturers (77%); 15% were assistant professors; 7% associate professors; and there was only 1 professor (less than 1%). In regard to teachers’ qualifications, the data shows that in Iran the ratio of teachers holding Ph.D degree in library science against
MLS teachers, was 22:84. The teacher - student ratio in the LIS departments worked out to 1:20. While the ratio of full-timers teachers and students comes to nearly 1:24.

The data from the LIS departments, included in the study, shows that in India, out of a total number of 217 faculty members, 194 (89.4%) were full-timers. The majority of them were lecturers (49.8%). About one third (32.7%) were readers, and 17.5% were professors.

In India, the ratio of teachers holding Ph.D. degree in library science against Master's degree holders was 89: 115. The data shows that the teacher - student ratio in all the departments put together worked out to 1:11, but the ratio of full-time teachers and students would be nearly 1:12.

Therefore, the LIS departments in India had a larger faculty that had better status, higher qualifications, and proper teacher-student ratio, in comparison with Iran.

7 - LIS Programmes through Distance Education/correspondence: Reaction of Faculty

As per the information available in secondary sources, till 1996, 14 universities in India offered LIS programmes through distance education, whereas no university in Iran offered such courses.

Analysis of the data further reveals that, though the system of distance education was prevalent in India yet 67% of the respondents have disapproved it. It did not find favour with 69% teachers in Iran also.

As a consequence, the introduction of LIS programmes through distance education was not favoured by a large majority of the faculty in both the countries.
8 - **Similarities and variations in LIS Education in Iran and India**

On the basis of the preceding discussion about the LIS education in Iran and India, it will be noted that, there are more differences than similarities, in the various aspects of the two systems under study. An important reason of these dissimilarities may be that the system of higher education in Iran is influenced by the American model\(^2\), whereas, in India it is based on the British pattern\(^3\).

Although library education had started in India as early as the 1910s\(^1\), yet it would be noted that major expansion took place only after independence, the dawn of democracy and particularly after the mid-1950\(^1\)s. Similarly, in Iran, phenomenal expansion in library education took place only after the Islamic Revolution, 1979.

The number of library science departments in India has increased rather at a rapid rate than in Iran. This is because of several factors such as, the large size of India; its large population; number of universities; expansion in educational and research facilities; professional leadership; etc.

9 - **Course on “Automation in Libraries” as a part of curricula**

While making the comparison, one finds that “Automation in libraries” was being offered as a part of curricula in Iran as well as in India.

Analysis of data shows that in Iran 75% of the LIS departments offered at least one course in this subject. The data pertaining to India shows that about 60% schools offered this course as a part of their curricula.

The study also reveals that although most of the LIS departments in two countries lay emphasis on the subject of automation in libraries yet computer facilities available there, were insufficient.
10- **Curricula: Reaction of Faculty**

Although analysis of data shows that a majority of the LIS teachers, (91% in Iran and 90% in India), were fully or partly satisfied with the existing curricula, yet most of them, however, opined that curricula needed revision.

11- **Availability of reading materials: reaction of faculty**

In regard to the latest reading materials available in the departments, the data shows that, in Iran 67% teachers were not satisfied with the reading materials available in their respective schools. In India 39% of the respondents had expressed their dissatisfaction. Whereas 61% were satisfied.

Thus, the LIS departments in India have been able to provide better reading materials, as compared to those in Iran.

12- **Problems of faculty members**

Data shows that some of the problems and difficulties faced by the teachers in both the countries in conducting their programmes were common. Prominent among these were paucity of the reading materials, well-equipped libraries and laboratories, inadequate full time teachers; insufficient technological aids; less emphasis on practical work; students weakness in English language; admission of disinterested students, etc. Besides these, there were some problems which were peculiar to India or Iran. These included: shortage of qualified teachers, lack of facilities for Ph.D in case of Iran.

Generally speaking, most of the LIS departments in Iran and India also face financial problems alongwith inadequate infrastructural facilities such as building, equipments, resources, etc.

13- **Improvements suggested by faculty**

In the light of the above mentioned problems and difficulties faced by the LIS teachers, some of the respondents have made a number of suggestions. According to them, the LIS education in both the countries should keep abreast of the latest developments in the field.
The important suggestions given by the teachers to improve the LIS education in these countries, may be classified in two categories as below:

I. Provision for regular revision of syllabi/course contents; more facilities for Ph.D; better participation in seminars/conferences; statutory role of library associations; enhanced co-operation among LIS departments; well-stocked libraries; better equipped laboratories; sufficient and better technological aids; adequate full time teachers; and provision for compulsory and proper internship.

II. Improvement in: the system of admission; better knowledge of English on the part of students. In addition to the suggestions mentioned above, some of the teachers in Iran have also suggested that: provision for Ph.D programme in LIS must be made throughout the country; a serious effort should also be made for the writing and the publication of text books and journals in ‘Farsi’ in LIS. The existing system of teachers’ evaluation should also be reviewed.

In India, some of the respondents are of the opinion that accreditation of various LIS courses at the national level must be made on priority; LIS education through correspondence should not be encouraged; proper job opportunities be made available; system of admission be streamlined; duration of LIS courses and methods of teaching and evaluation should be reviewed.

The results of this study clearly establish that the present system of LIS education in Iran and India needs to be re-oriented and restructured so that it can meet the changing needs of the society as well as the libraries and information centres.
TESTING OF THE HYPOTHESES

1. "Growth and Development of LIS Education in India has been more satisfactory than it is in Iran."

The history of library training in India dates back to 1911, whereas in Iran it goes back to 1939. The establishment of LIS education at university level in India (1936) dates prior to the origin of the LIS programmes in Iran (1966). As a result, the age of LIS education in India is almost 65 years, but in Iran it is nearly 35 years.

The study in hand has shown, that till 1996, 63 universities offered LIS programmes at different levels in India. Some other programmes offered by open universities, Colleges, Polytechnics, associations, etc. did not fall under the scope of this study. In the same year in Iran, the LIS programmes were offered by 20 universities only. It is, therefore, revealed that at the time the study began, the number of universities offering LIS programmes in India was more than three times the number of such universities in Iran.

Data collected through the questionnaire showed that in the academic year 1996-97, in India, 56 universities offered B.Lib.Sc. programme, 57 universities offered M.Lib.Sc., and 10 universities offered M.Phil. Facilities for Ph.D programme were available in 39 universities. In Iran, 4 universities were offering Ass. Dip., 5 universities BLS, and 7 universities MLS programme. Facility for the Ph.D programme was available in only one university.

The data also showed that till 1990, the rate of growth of the universities offering LIS programmes has been higher in India in comparison with Iran. The rate of growth started declining in India thereafter. However, the rate of growth has been progressively increasing in Iran.

According to the above mentioned facts, one can conclude that growth and development of LIS education in India has been progressing well as compared to Iran. Thus, the hypothesis is confirmed.
2. "Schools of LIS are better distributed among various provinces in India as compared to those in Iran."

The geographical location of universities covered by the study showed that in India, 63 universities engaged in LIS education were located in 18 states and 2 union territories. The study further revealed that the jurisdiction of the North-Eastern Hill University, located in the State of Meghalaya (Shillong), also extended to the three States of Nagaland, Arunachal Pradesh and Mizoram. Thus, it can be said that the LIS education in Indian universities was available in 21 states and 2 union territories, out of 25 states and 7 union territories.

At the same time, in Iran out of 27 provinces, only 9 had universities which offered LIS education (33%).

In the case of India the above data showed that though 62.50% of the states and union territories had universities that offered LIS education yet this facility was available in 23 states and union territories (72%).

So, it is clear that schools of LIS are scattered nearly all over India, but in the case of Iran, they are concentrated in some provinces only (maps No. 3 and 4). Thus, this hypothesis is also confirmed.

3. "In both the countries, education for librarianship is more popular among women as compared to men".

The study has revealed that the sex-ratio of LIS students enrolled in 1996-97 was 61.30% females and 38.70 males in Iran.

In the case of India, complete statistics could not be procured. Out of the statistics available, 2215 students were enrolled in various LIS departments during the year 1996-97. Out of these, 737 (33.27%) were males, 631 (28.49%) were females, while sex of 847 students (38.24%) was not mentioned by the respondents. In this situation nothing can be said about the ratio of sex of 847 students.
However, if we depend on the statistics available in the literature published about India, we find that the number of female students in LIS schools is more than the male students. Professor P.B. Mangla is of the view that during the last about 20 years the number of female students joining the LIS schools in India has been increasing and that at present 60-70% of the LIS students available in Indian schools are females.

In view of this position, it would be difficult to arrive at a conclusive decision about India on the basis of the statistics collected for the study. However, in the case of Iran, where complete and dependable statistics are available, the picture is clear that the number of female students is more than the male students. Therefore, the hypothesis is confirmed in the case of Iran but decision about India is not conclusive.

4. "Teachers of LIS in India are better qualified and enjoy better positions as compared to their counterparts in Iran".

Keeping in view the increasing need of manpower required for different types of libraries and information centres, India and Iran had recognised the importance of LIS education quite early.

By the time, the study was conducted, the systems of LIS education in both the countries had developed reasonably well.

The study showed that 79% of the teachers in Iran had Master's degree in library science, and only 21% had Ph.D in library science. In India the position was much better. 53% teachers had Master's degree in library science, about 2% had M.Phil, while 41% of them were Ph.D in library science. In addition to these, about 4% teachers had Ph.D degree in a subject other than library science.

As regards the position enjoyed by teachers in LIS in India and Iran, the study revealed that in India 50.2% of the faculty were lecturers, 32.7% were readers, and only 17.1% were professors. In the case of Iran, the position was not happy as compared to India. Here 77.4% were working as lecturers, 15% as Assistant Professors, 6.6% as Associate Professors, and less than 1% as Professors.
The percentage of full-time faculty was also better in India as compared to the full-time faculty in Iran. Because in India 89.4% teachers were working as full-time teachers against 84% in Iran.

Keeping in view the scope of hypothesis, though it was not necessary to work out the teacher - student ratio, yet it was considered desirable to have a look at this aspect also. As such the necessary information about the number of students and the faculty was also collected and analysed. The analysis of the relevant data has revealed that in the year 1996-97, the teacher taught ratio, in Iran was 1:20 whereas in India it was 1:11.

The study, therefore, shows that the hypothesis is confirmed.

5. "LIS Education through correspondence is becoming popular among teachers of LIS in India as well as in Iran”.

The literature available to the researcher showed that the system of education through correspondence was introduced in India by the University of Delhi in 1962 for undergraduate courses[^15]. At present, there are 46 correspondence institutions and 5 open universities in India, out of which 14 universities are offering LIS programmes at CLISC, DLSC, B.Lib.Sc., and M.Lib.Sc. levels[^16].

Up to 1996, there was only one university in Iran, namely University of Payame-e-Noor, Tehran, which offered education through correspondence. However, this University had no facility for LIS education.

Keeping in view the fact that in some provinces in Iran, facilities for LIS education were not available, and that in some parts of Iran which were far away from the capital and other centres of education, facilities for this professional education could not be available in the near future, the researcher was of the view that LIS education through correspondence would find favour with the teacher in the field in Iran. Wide spread facilities of LIS education through
correspondence in India and the position as explained above about Iran, prompted the hypothesis under reference.

However, the picture that has emerged through the study has told a different story altogether.

69% of teachers in Iran are not in favour of LIS education through correspondence. In India also 68% teachers are not satisfied with this system. Thus the hypothesis is rejected.

6. **"Iran and India have similar systems of library and information science education"**.

The researcher after going through the systems of LIS education in India and Iran at the early stages of the study, found striking similarities between the two systems. The hypothesis under reference was the outcome.

The similarities were that both the systems had Diploma in Library and Information Science and other programmes like BLS and MLS. Ph.D programmes were also available in both the systems.

The investigation revealed that Diploma course in India was not run by the universities. This course is largely conducted by State Boards of Technical Education and had nothing to do with the other courses in the field. The position in Iran was different. In Iran, Ass. Dip. in library science is also conducted by the universities and other courses have a relationship with this course in matters of admission, duration, etc.

Though BLS, MLS, and Ph.D. programmes existed in both the systems, there was no provision for M.Phil course in Iran. Even the duration of other courses varies. In Iran, one has to spend more time, in fact double the time, to earn the same degree as compared to the time spent in India. Other striking differences pertain to the procedures followed for making admissions to various courses.
In Iran, all admissions are made through a Central National Test. In India, there is no such practice and admissions are made by each school independently. In Iran, all courses are accredited, have a common curriculum and are under the control of the government. In India, neither the courses are accredited nor a common curriculum is followed, nor are they controlled by any single agency. In Iran, LIS education is not available through correspondence while in India, it has been growing in the recent years.

Evidently, there are substantial differences in the two systems. Therefore, the hypothesis is not confirmed.

7. “Difficulties and problems faced by teachers of LIS in Iran and India are similar.”

To allow a proper expression to the feelings of the teachers, an open question was asked through the questionnaire. A number of teachers in both the countries, in response to this question, reacted and have admitted of facing certain problems in conducting their respective programmes.

The analysis of data revealed that there is a great similarity in the problems faced by the LIS teachers in Iran and India. Prominent among these were the paucity of reading materials and well-equipped libraries/laboratories; inadequate full-time teachers; insufficient technological aids; less emphasis on practical work; weakness in English language among some of the students; admission of less serious students, etc.

Hence, in spite of the dissimilarity in the systems of LIS education in Iran and India, a majority of teachers faced similar problems. Thus, this hypothesis is also confirmed by the study.

8. “Comparative study of LIS education in Iran and India will reveal some features, the study of which may be found useful for both the countries”.

Since an in-depth and systematic study about LIS education in Iran and India, as a comparative work, had not been conducted so far, the present work was aimed at filling the gap. This study was designed to investigate the evolution and development of LIS education in both the countries.
One of the main objectives of this study was to find out the points of strength and weakness existent in the systems of LIS education in Iran and India. It was also aimed at making some recommendations which could be used for the improvement of the systems.

The study has brought to light some of the features of both the systems which are distinct, clear, and important. There are given hereunder.

I - **Iran**

1. All LIS programmes in Iran are accredited at the national level.

2. Special full-time courses leading to BLS and MLS degrees in Medical librarianship are available.

3. Internship, after the formal training, as a part of curricula exists which provides opportunities to the candidates to have practical training about various procedures and processes in librarianship.

4. The duration of BLS and MLS programmes is 4 and 2 years respectively. This provides sufficient time to the students to learn and the teachers to do full justice to the curricula.

5. All courses, including Ass. Dip. are conducted at the university level only. Hence, the standard of teaching and the infrastructure necessary for the programme is good.

6. On account of the control exercised on education including LIS education, by the Government, minimum standards are prescribed and followed uniformly at the national level.

7. At the under-graduate level (BLS) is offered as one of the options available to the students among science, commerce, arts, humanities groups, etc. A graduate in Library & Information Science (BLS Degree) is treated at par with other graduates like B.Sc.; B.Com.; B.A., etc.

8. There is dearth of qualified teachers.

9. Teachers are allowed to work at more than one institutions on part-time basis, in addition to their regular job at a university. Hence, they are overworked.

10. Because of government control, uniformity is there, but it leaves no academic autonomy with the universities and the development is slow. There is no scope for innovations.
II INDIA

1. Number of library schools is much higher as compared to Iran. The schools are sufficient to meet the manpower requirements in the field.

2. Sufficient facilities for Ph.D in librarianship are available all over the country.

3. Though every university is free to design its own curriculum, yet all the universities have a similar broad pattern of curricula at the national level. This provides better autonomy to the universities in the matter of designing their courses and in conducting experimentation.

4. The schools of library science exist in almost all parts of the country.

5. The faculty is better qualified and enjoys better status. However, in some schools, the strength of faculty is very limited and it is less qualified.

6. The teacher taught ratio worked out at the national level is satisfactory.

7. A number of departments have departmental libraries which have satisfactory reading materials.

8. Professional associations at national and state levels exist. Though they do not play the desired role expected of such bodies, yet they are useful in many respects.

9. There is no system of accreditation of programmes which is a serious short coming.

10. No minimum standards in terms of faculty, equipments, space, library/laboratory are being followed at the national level. As a result, schools of library science with a great diversity of standards are available.

A comparison of the features given above would show that each country has something to offer to the other which can help improve the system of education under reference in both the countries. As such the last hypothesis is also confirmed.
SUGGESTIONS AND RECOMMENDATIONS

It is a conceded fact that knowledge is not static. It is dynamic. The increase is continuous and multi dimensional. Education and libraries deal with knowledge.

Hence, the influence of growth and development in knowledge have implications for both. To reflect the developments in knowledge, the curricula of various courses need regular review. Otherwise, soon these would be out of date. Its value would continue to diminish.

LIS education is no exception. The recent developments in science and technology have brought a revolution in many fields. LIS education and libraries are the ones which have been influenced the most. Keeping these factors and the conclusions drawn from the study in view, some suggestions and recommendations are being made hereunder. These have been grouped in three categories as follows:

1. Common suggestions and recommendations for Iran and India.
2. Suggestions and recommendations for Iran.
3. Suggestions and recommendations for India.

1- COMMON SUGGESTIONS AND RECOMMENDATIONS FOR IRAN AND INDIA

The study has revealed that there are some areas in the systems of LIS education which need improvement in Iran and India. Therefore, some recommendations which can be useful for both the countries are given hereunder.
1.1- Revision of LIS Courses

A number of teachers are not fully satisfied with the current curricula. They feel that these are not up to date. Sufficient provision for information technology, including application of computers, is missing from the curricula in both the countries.

The course contents need a thorough revision immediately. The latest developments in the field of science and technology having bearing on the field of libraries and information centres should be incorporated in the curricula and the scheme of papers should be revised. Topics and subjects which have lost their value or have a limited use in the present context, ought to be replaced. A mechanism need to be developed for a systematic, reliable and regular revision of courses, so that these are kept up to date in future too.

The desirable emphasis on the use of information technology and computers calls for more attention and facilities for practical training rather than theoretical exposure only.

The objective of various courses should be revised keeping in view the changing needs of the society and the new role expected of the libraries, information centres and people working therein.

Fresh graduates in the field of LIS should be able to work efficiently and effectively in their new positions and be able to deliver the goods better.

1.2- Financial Support

LIS education is a practical and technical training. Therefore, besides the facilities normally required by an educational institute, it needs well-equipped and modern laboratories and workshops attached to the departments. These laboratories / workshops should be equipped with the latest equipment, machines and tools which are required for efficient and effective library and information services.
Sufficient funds would be required for proper and functional buildings, well-stocked and up to date libraries, etc. Each department should ensure that at least reasonable number of latest books and current journals in the subjects are available in the departmental library. Efforts should also be made to procure research reports in the field. This would be necessary both for standard teaching as well as the promotion of research.

1.3- Teachers

In Iran a number of library schools are under staffed because of the dirth of qualified personnel in the country. In India, though qualified people are available in sufficient quantity yet there are some schools which have as less as one full-time teacher and are running B.Lib.Sc. and M.Lib.Sc. programmes. Therefore, it is necessary and urgent that minimum standards, interalia, are laid down for teaching staff keeping in view the programmes offered by schools and teacher-student ratio. Vacant positions already available in the schools be filled up on priority.

To improve the efficiency of the teachers, provision for periodic and regular continuing education programmes be made. Teachers should be encouraged to write and publish literature in the subject.

Performance of the teachers in teaching and research should be reviewed regularly. Efficient teachers should be rewarded satisfactorily as incentive for good work.

Facilities for audio-visual aids in teaching should be made available in the schools of LIS. It should be ensured that teachers use up-to-date, relevant and proper methods of teaching.

Distribution of notes and giving of dictation by the teachers should be discouraged and teachers resorting to such practices should be forced to mend their ways.
Methods of evaluation of the performance of the students should be more open, objective and efficient. Students displaying real understanding and practical efficiency should be rewarded better as compared to the students depending only on cramming.

1.4- Specialised librarianship

In this era of specialisation, it is necessary to make provision for courses / degrees leading to specialised librarianship. Courses should be introduced for librarianship in the areas of: agriculture, engineering, industry and commerce, medical / hospital, etc.

1.5- Review Committee

To evaluate and implement all these recommendations, it would be desirable to appoint a review committee at the national level. In Iran such a committee could be appointed by the Ministry of Culture and Higher Education and in India UGC should do this job.

2- SUGGESTIONS AND RECOMMENDATIONS FOR IRAN

2.1- Number of LIS Departments

Though the majority of the LIS departments have been established after the Islamic Revolution (1979) yet the existing departments are not sufficient to meet the fast growing need of libraries and information centres for qualified personnel. Hence, more such departments should be established.

The study has also revealed that a number of provinces in Iran do not have any departments of LIS. It would, therefore, be desirable that new departments are established in such provinces. The existing LIS departments all over the country should also be strengthened in terms of more qualified and full-time faculty members, better equipped libraries and workshops, etc.
2.2- MLS and Ph.D Programmes

As compared to the provision for a huge annual intake for Associate Diploma and BLS programmes, facilities for MLS are limited. Hence, more facilities for MLS programme should be made available in various parts of the country. Facilities for research leading to Ph.D degree are practically non-existent. This area, therefore, needs a very special attention and effort.

2.3- Inter-departmental Co-operation

In view of the shortage of qualified teachers, up to date literature specially in Persian and other facilities, encouragement of inter-departmental co-operation is strongly recommended. A system of regular interaction among library schools should be developed through the system of inter-library loan, guest lectures, visits of students, holding the seminars and conferences, etc.

2.4- Students

At present, a majority of the students joining LIS schools have background of Humanities and a few of Arts. Students from Science and Commerce are rather few. This creates an imbalance in the availability of professional personnel for special and scientific libraries. Efforts, therefore, need to be made to attract students from Commerce and Science streams. They could be given scholarships and after joining services, better pay scales, and attractive conditions of service.

To help and encourage in-service librarians to improve professional qualifications and competence, some seats should be reserved in LIS departments. Due weightage should be given to experience in addition to qualifications at the time of admissions to various courses.

2.5- Professional associations

To enable teachers of LIS to share their professional experiences, promote academic activities, and develop cultural affinity, etc., establishment of a professional association at the national level for teachers of LIS be
encouraged. Such a body could hold conferences, seminars, workshops, and publish newsletters, journals, directories, and other literature in English and Farsi. It could also assist the government in administering LIS schools better.

Pattern of professional associations as available in developed countries like U.S.A., U.K., could be followed.

3- **SUGGESTIONS AND RECOMMENDATIONS FOR INDIA**

3.1- **Accreditation**

The study has revealed that no standards whatsoever are being followed by LIS schools in India. There is a great diversity and variety that exists there. Therefore, there is a great need to bring order in the situation. Standards for library education must be laid and it be ensured that they are followed in letter and spirit. An effort should be made to bring a reasonable uniformity in matters of admission, duration of courses, curricula, methods of teaching and evaluation. However, a reasonable autonomy in course contents and other academic matters may be allowed wherever considered desirable and possible.

3.2- **All India Council for LIS Education**

All India Council for LIS Education be established by an Act of Parliament at the national level on the pattern of other professional bodies like Bar Council of India, Pharmacy Council of India, All India Council for Technical Education, etc.\(^7\).

This body should be responsible for accreditation and other related matters mentioned in recommendation No. 3.1.

3.3- **Undergraduate level in LIS**

Library Science should be introduced at the under graduate level as one of the elective subjects. Students who pass B.A. with LIS as an elective subject, should get preference in admission to LIS courses for certain number of seats.
3.4- Integrated MLS Course

The present system of BLS and MLS should be replaced by a regular two year’s integrated course leading to MLS degree.

3.5- Internship

At present, education for librarianship in India is conducted by library schools in the absence of adequate facilities for practice and practical training. Hence, all education is theoretical. This produces half baked librarians. To overcome this lacuna, workshop/laboratory should be attached to every department, in addition to an up to date and fully equipped library. Workshop should have all latest gadgets necessary for a modern library and information science education.

Six months apprenticeship, immediately after the examination should be added as a requirement for MLS degree. Students should be paid stipend during this period, and libraries and information centres capable of providing efficient training to the students, should be identified and supported by UGC, Government or any other agency.

FURTHER STUDIES

It would be appropriate at this stage to make a few recommendations for further studies. A study such as this, may be further enriched by making more comparative studies in specific areas of LIS education in Iran and India as follows:


2. Evaluation of LIS programmes through distance education. Existing problems and prospective requirements in India.

3. A comparative study on curricula and course contents of LIS in Iran and India.

4. Standardisation of Library and Information Science Education.
