Chapter – VII

Conclusions and recommendations

Conclusions

It is a fact that the library is older than the book and the libraries existed even before paper was invented. Today's libraries have collected not only printed books but also information in many other shapes and forms. Obviously, only the physical format of information containers has changed and information consistently calls for day-to-day improvement in its storage, organization, retrieval and dissemination.

Fortunately, the advent of information technology has made it possible, in spite of the huge amount of the existing information, which continues to grow day by day, in different forms, including in the form of books and periodicals.

Therefore, libraries should undergo the transformation from traditional librarianship to an era of rapid technological change and librarians need to prepare themselves for new responsibility. In the present age of information, librarians are left with no option but to acquire necessary skills to harness IT tools and techniques and as such it is the responsibility of LIS schools to bring radical change in their syllabus by incorporating in it the theoretical and practical aspects of automation and networking including software development, database management, information search through internet and other national and international networks, CD-ROMs, digital libraries, electronic publishing and such new techniques and forms.

In this study the goal is to identify changes needed for the purpose. Here the conclusions arrived at have been discussed in four sections i.e. Iranian librarians, Indian librarians, Iranian teachers, and Indian teachers. Each section has three parts. The first part is about generalities, the second part is about the facts related to the LIS education, and the third one concerns the course contents.
Iranian librarian

Part one: Generalities

Age

Regarding the age of librarians, about 64% of librarians are between 25 to 35 years of age. This shows that the librarians’ society is young.

Gender

Regarding the gender of librarians, number of female librarians (67.25%) is much higher than males (32.75%).

Place of education

Most of the librarians have studied in Tehran.

Experience

About experience of librarians it could be said that about 70% librarians are new to the profession (1 to 10 years).

Type of library where librarians are working

Most of the librarians (32.16% and 30.41%) are working in University libraries and Special libraries respectively. It shows that skilled librarians are absorbed more by the University and Special libraries.

Part two: Facts related to LIS education

Specialization needed

Most of librarians (24.42%) are working in Cataloging and Classification section. In contrast, the least number of librarians (12.31%) are working in Management section. It shows that Management calls for more attention in LIS curriculum.
**Extent of using computer in libraries**

Most of the jobs are still being undertaken both manually (58.64%) as well as with the help of computer (41.36%). Librarians prefer to use more computer, wherever possible. It was a unanimous feeling that the present and future librarians should be trained better in the use of computer. It means that all core courses such as Classification, Cataloging, Reference services, Information storage and retrieval should be amended and switch over from manually to automated library operation system.

**Librarians' satisfaction with their job performance regarding their LIS education**

The amount of librarians' satisfaction with their job performance vis a vis their LIS education received shows that all courses call for a thorough revision because even 18% of respondents are not fully satisfied with the performance of jobs undertaken by them. There is an urgent need for a thorough revision in the case of Indexing and abstracting, and Acquisition of materials courses.

**Causes of librarians' limited satisfaction**

Insufficient acquaintance with IT and Inadequate practical training are the most important causes for limited satisfaction of librarians with their job performance. Deficiency in the methods of teaching and Shortcoming in course contents also caused dissatisfaction. Less availability of proper textbooks in Persian and English, and Deficiency in the systems of examination and evaluation are also the causes but to a smaller extent. It is therefore concluded that more emphasis in the training of librarianship is required about knowledge of IT, internship, improvement in the methods of teaching and course contents. Availability of textbooks in Persian and English languages also needs improvement. The point worth noting here is that the respondents have stated the inadequate practical training as the second main cause of limited satisfaction while in the case of number of credits allotted to three courses on Internship, they have expressed that the existing number of credits should be decreased from four to three. Therefore it can be concluded that the quantity of practical training is not only the cause but also the quality of the courses and the method of practicum should improve.
It can be said that shortcoming of course contents is not the cause of deficiency of LIS education in training skilled librarians. As the instruments of communication and IT have changed methods of instruction should change accordingly. The amount of using new equipments and workshops should increase. In other word development of information technology is the most important factor, which affects methods of instruction in different levels of LIS education and acquiring new skills becomes necessary.

Knowledge and ability of LIS faculty

Overall performance of the faculty is just above average. The first aspect is Acquaintance of the faculty with IT. Overall knowledge of LIS faculty is up to the mark. Even of the Knowledge of the course taught by them is not up to the satisfaction of the respondents since only 7.7% feel that it is outstanding. Efficiency in communication also calls for a substantial improvement. In view of this position, it is clear that the faculty needs introspection and a serious follow up action is necessary. It should be noted that the problem is not the teachers alone but the discipline of education is also responsible for this. Information sources should be available and adequate, also facilities for participation in international assemblies, sabbatical leaves, continuous education, and refreshing courses should be provided for the faculty.

Methods of teaching

Regarding to methods of teaching the most commonly used methods are the traditional methods of Lecture and blackboard, Lecture and discussion, and Dictation and notes giving. Though all the methods of teaching are known to the faculty and are used in many schools yet the stress is on limited and traditional methods only. Other methods available still have a back seat at the schools.

However, the preference of the respondents is practically the reverse of the actual position, as it exists today, in the schools of library science. Therefore, it is clear that methods of teaching that are most common at present in the schools of library science find little favor with the students. On the contrary, methods, which are less used, are the choice. Actually, students prefer practical methods of teaching rather than methods limited to classroom lecture and discussion only. This is the preference of
teachers also. Instructional technology has improved methods of teaching. The improvement should be followed by library science education as well.

Systems of examination and evaluation

About the systems of examination and evaluation an important point is that about 60% of teachers use more than one system of examination and evaluation. Various systems are used partly or in combination. However, the most commonly used system of Question and answer, both objective and descriptive, has not found much favor with the students.

Similar to the position of Methods of teaching, here also the preference of students is different from present position. They do prefer Research work, Total work of student during the term, Practical examination, and Continuous evaluation.

The aim of evaluation is to measure the changes have occurred to the students according to their education. In sum there should not be a fixed time and a fixed system for examination. But it should change as the teachers assess. The students must be able to express a supposed problem and suggest the solution by writing an article, or oral presentation, or through a practical work.

Part three: course contents

BLS program

Basic courses

Concerning with the Basic courses, librarians are by and large satisfied with the existing arrangement. They have preferred that the credits allotted to the courses on Specialized text in first foreign language (English) and Specialized texts in second foreign language (Arabic / French / German) be increased. The other conclusion is that they prefer Arabic language as the second foreign language because a lot of important sources in Iranian libraries are in Arabic and librarians should be able to manage these books.
Elective courses

The librarians are by and large satisfied with the existing arrangement for Elective courses.

Specialized courses

About Specialized courses, librarians believe that out of 23 courses the core courses connecting with Acquisition of materials, Organization of materials, Reference sources and services, Administration, Report writing should be increased. The last part of Internship should also be increased.

Four courses which are related to Audio-visual materials and three part of Internship should be decreased. They are satisfied with the remaining courses. Another point is that here, students have expressed that Internship should be reduced and in question nine where they were asked about the causes of their limited satisfaction with their job performance, the second cause faced by them is inadequate practical work. It can be concluded that there is no dearth in the credits of Internship but the method of conducting practical training should change. As far as the other courses, where the students want an increase but the teachers feel them sufficient, it can be concluded that the course contents needs partial changes and improvement. Also some new subjects according to the changes in the field should be added. Practicum and course work should be a part of each course.

In sum courses should be improve according to the changes happened in the field. For example as word processors replaced typewriters, the courses on typewriting should be replaced by word processors.

Subject courses in Humanities

Concerning with Subject Courses in Humanities Branch, the librarians do agree with increasing of credits allotted to Introduction to Humanities and Social sciences databases and databanks, and Fundamentals of computer and programming, from three to four credits, while they want the other courses be decreased from three to two credits.
Subject courses in Basic sciences

Concerning the Subject Courses in Basic Sciences Branch, the librarians are of the opinion that three courses related to computer (i.e. *Introduction to Basic Sciences databases and databanks, Fundamentals of computer and programming, and Applied programming*) be increased from three to four credits and the other courses reduced from three to two credits.

Subject courses in Medical sciences

Similar is the position of Subject Courses in Medical Sciences Branch. Here, also, the librarians are of the opinion that courses on *Introduction to Medical Sciences databases and databanks, and Fundamentals of computer and programming* be increased from three to four credits. About the remaining courses they want decrease of credits to two, instead of the existing arrangement.

Courses suggested for BLS

Courses suggested for BLS by students are mostly (72.16%) related to information sciences and technology. 27.84% of suggestions are about other aspects of librarianship. The most wanted courses in the first part are Computer programming and software, *Information databases, and Data processing*. In the other part *Indexing and abstracting* is most desired.

MLIS courses

Pre-requisite courses

About Pre-requisite courses, there is a scope for increase in the credits in all the three courses.

Basic courses

For Basic courses, increase for Research methods is sought and both the groups are satisfied with the existing arrangement of *Fundamentals of librarianship.*
Complementary courses

In Complementary courses, there is a scope for increasing the credits of all the three courses.

Elective courses

In the case of Elective courses, MLIS students are satisfied with the existing arrangement and even for increase of credits of courses of *Theories and systems of reference services, Archives' management, Comparative librarianship, Independent study, National and international information centers, and Organization and administration of special libraries and information centers*. They are of the opinion that it would be better to decrease the credits of other courses and the teachers are almost of the same opinion.

Specialized courses in Information sciences branch

For Specialized courses of Information sciences branch in MLIS, librarians believe that all the courses should increase to four credits. Teachers are satisfied with the arrangement of two courses on Information storage and retrieval, and Special references but they want increase in credits of other three courses.

Specialized courses in University library branch

About Specialized courses of University library branch, librarians believe that the number of credits allotted to *Information technology and systems*, and *Special references should be increased* to four. They are satisfied with the arrangement of other courses. Teachers’ opinion is almost the same. The only exception is that teachers feel that two credits would be sufficient for *Special references*.

Courses suggested for MLIS program

77.5% of courses suggested by librarians for MLIS pertain to information science and technology while 22.5% are pertaining to other aspects of librarianship. The most suggestions are about:

1. Information network 21.67%
2. Computer application in libraries 14.17%
3. Introduction to library science databases 11.67%
The course, which has the most number of suggestions in the other part, is: Manuscripts 9.17%.

In this direction 64.06% of courses suggested by teachers are about information science and technology and 35.94% are about the other aspects of librarianship. The more suggestions are about:
1. Programming and library software
2. Computerized cataloging and classification
3. Information databases (practical work)
The course, which has most number of suggestions in the other part, is: History of library and librarianship

**Specializations and branches for BLS level**

Librarians have recognized all the branches useful in the following order for BLS level:
1. Humanities
2. Medical sciences
3. Basic sciences
4. Engineering and technical sciences
5. Art
6. Agricultural sciences

**Specializations and branches for MLIS level**

Librarians have recognized the useful branches in the following order for MLIS level:
1. Information sciences
2. University library
3. Public library
4. School library

**Branches suggested for BLS level**

Librarians have suggested almost the same branches.
1. Information sciences
2. Archives management
3. Manuscripts
4. Islamic sciences library
5. Public library
6. Children and young adults’ library

Branches suggested for MLIS level

Branches for MLIS program suggested by the librarians are:
1. Archives management
2. Manuscripts
3. Islamic sciences library
4. Special library
5. National library
6. Children and young adults’ library

Branches suggested for both the levels are almost the same. Besides a large group of respondents believe that there is no need for branches. It would be enough to offer a number of elective courses.

LIS education through distance education

87.13% of the librarians are not in the favor of library science education through distance (correspondence).

Observations and suggestions

Suggestions are mostly about more emphasis on up-dating the course contents, more attention to practical training, and more stress on information technology and automation in libraries.
Indian librarians

Part one: Generalities

Age

Two third of the working librarians are between 41 and above 51 years. This shows that the librarians' society is not young.

Gender

Regarding the gender of librarians, number of female librarians (54.72%) is more than males (44.28%). It shows that the librarianship as a profession attracts more women than men.

Place of education

Most of librarians have studied in Delhi, Chandigarh, and Aligarh.

Experience

About experience of librarians it could be said that 64.53% of librarians are not new to the profession. They have experience between 16 to 31 years.

Type of library where librarians are working

Most of the librarians (40.81% and 28.97% respectively) are working in University libraries and Special libraries. It shows that skilled librarians are absorbed more by the University and Special libraries.

Part two: Facts related to LIS education

Specialization needed

Most of librarians (22.16%) are working in Cataloging and Classification section, and (18.59%) are working in Reference services. Contrary the least number of the respondents (7.14%) are working in Management section. It shows that Management calls for more attention in LIS curriculum.
Extent of using computer in libraries

Most of the jobs are still being undertaken both manually (60%) as well as with the help of computer (40%). Librarians prefer the use of computer, wherever possible. SDI has the largest portion of assistance of computer in performance. Other sections where computer is used are cataloging, reference services, indexing and abstracting. There is a good portion also for management.

Librarians' satisfaction with LIS education

All the courses call for a thorough revision because only less than 34% of respondents are fully satisfied with the jobs undertaken by them.

Causes of librarians' limited satisfaction

More emphasis in the education for librarianship is required on practical training, knowledge of IT, and better methods of teaching and relevant course contents. System of evaluation and examination also needs a fresh look.

Knowledge and ability of LIS faculty

Faculty needs introspection and improvement first of all in acquaintance with IT, secondly in overall knowledge, thirdly in knowledge of the course taught and also in efficiency in communication.

Methods of teaching

Regarding to methods of teaching the most commonly used methods are the traditional methods of Lecture and blackboard, Lecture and discussion, and Dictation and notes giving. Though all the methods of teaching are known to the faculty and are used in many schools yet the stress is on limited and traditional methods only. Other methods, which need more facilities at the schools, still have a back seat.

However, the preference of the respondents is practically the reverse of the actual position, as it exists today, in the schools of library science. Therefore, it is clear that methods of teaching that are most common at present in the schools of library science find little favor with the students. On the contrary, methods, which are less
used, are the choice. Actually, students prefer practical methods of teaching rather than methods limited to classroom lecture and discussion only.

**Systems of examination and evaluation**

The most commonly used system is *Question and answer-descriptive*, which has not found much favor with the students.

Similar to the position of Methods of teaching, here, the preference of the students is different from actual position. They prefer *Practical examination, Research work, Continuous evaluation, and Question and answer – objective.*

Part three: course contents

**BLIS courses**

Regarding BLIS courses the largest number of respondents are in favor of a partial revision of all the courses. Only a few respondents have desired that courses like *Library and society, Library cataloging – theory, Bibliography: book production and mass communication, Library management, Library classification - theory, and Documentation and information work* be dropped.

In the case of five courses namely: *Library and society, Library cataloging – theory and practice, Library classification – theory and practice* a good number of respondents have suggested that the existing arrangement be retained without any change while a reasonable number is in favor of a complete revision. In the case of other seven courses namely: *Modern library development, Reference services, Library management, Reference and information sources, Documentation and information work and Bibliography* about 25% to 35% of respondents are in favor of a complete revision.

**Courses suggested for BLIS program**

Courses suggested for BLIS program by librarians are mostly (78.61%) related to information sciences and technology and some courses (21.39%) on other aspects of librarianship. The most wanted courses in the first part are *Information technology,* and
Computer application. The most wanted course in the other part is Practical training and Special subject libraries.

MLIS courses

According to the librarians course contents of the program call for revision either partially or completely.

51.14% of respondents are in favor of partial revision of all the courses.

21.84% of respondents want complete revision for some courses like: Current problems in library, Information storage and retrieval, Electronic data processing, Information technology, and Computer application in libraries and information centers.

Only 4.53% of the respondents are of the opinion that some of the courses be dropped.

Above 30% respondents have sought no change in four courses, namely: Advanced classification – practice, Depth classification – theory, Advanced cataloging – practice, and Dissertation.

Courses suggested for MLIS program:

The skill set required of graduates has expanded. Personal computer and Internet technologies are greatly in demand in today’s business. Business’s rapid embrace of electronic commerce (e-commerce) means firms look increasingly for our graduated to be prepared in these fields.

Compulsory courses suggested for MLIS program

Librarians have mostly (75.44%) suggested courses related to information sciences and technology and some courses (24.56%) on other aspects of librarianship. The most desired courses by the librarians in the first part are Information technology, and Computer application. The most wanted course in the other part is Practical training and Special subject libraries.
Optional courses suggested for MLIS program

55.81% librarians have suggested courses related to information science & technology and 44.19% courses related to other aspects.

The most favored course in the first part is Information technology. The next one is Computer application and then Internet.

The most favored courses in the second part are Internship, Advancement of different types of libraries, and management.

Patterns of LIS education

The most favored pattern of LIS education according to the librarians is MLIS integrated program.

LIS education through distance education

There is no favor about library science education through distance. 71.32% of librarians have shown disagreement in this direction.

Observations and suggestions

Librarians have suggested that more emphasis be laid on practical aspects and less to the theoretical ones. They believe more attention should be paid to reference services. They want more stress on technology and up-to-date course contents.

Iranian teachers

Part one: Generalities

Age

Regarding the age of the teachers are concerned, it is completely reverse. Here about 44% are 51 years and above. They are well experienced but most of them are not acquainted with the recent developments in the field.

Gender

Contrary to the position of librarians is the position of teachers. The number of male teachers is 30.3% more than females. It shows that the librarianship, as a profession, is more attractive to women than men.
Place of education
Similar to the librarians most of the teachers have studied in Tehran.

Experience
About experience of the teachers 51.51% and 47.62% have experience up to 10 years as librarians and as teachers respectively.

Position and education of LIS faculty
Most of the teachers (56.06%) are instructors and their education is up to MLIS level.

Place of working of LIS faculty
Most of the teachers (66.66%) are working in universities, located in Tehran, as most of the library schools are located there only, namely – University of Tehran, Azzahra University, Allame Tabatabaei University, Shahed University, University of Tarbiat Modarres, National library education center, and Azad University.

Literature available in LIS schools
About the literature available in LIS schools it can be said that about 37% of faculties are absolutely dissatisfied with the literature available in their respective universities. The remaining are satisfied up to 75% only.

Facilities and equipment available in LIS schools
In regard to the facilities and equipments available in LIS schools it can be said that about 70% of the faculties are satisfied with the equipment available while the rest of the faculty want improvement.

Facilities suggested
Most of facilities suggested by teachers refer to:
1. Well-equipped workshop
2. Well-equipped library
3. Well-equipped computer lab
There are also suggestions on More facilities for visits to libraries and information centers, More space, Longer sabbatical leave for faculty, More fresh faculty acquainted with IT and updated LIS knowledge, and More seminars, conferences, and workshops on new developments for faculty.

Part two: Facts related to LIS education

Methods of teaching used

Regarding to methods of teaching more than half (56.75%) of the teachers use a combination of methods and about 23% use some methods fully. The most commonly used methods are the traditional methods of Lecture and blackboard and Lecture and discussion.

Methods of teaching suggested

50% (12) of respondents have suggested the Use of new communication technology. 25% (6) have stressed that all techniques and procedures discussed theoretically should also be put in practice. About 16% teachers have suggested Removal of students’ problems pertaining to practical work, and 8% teachers suggested Preparation of list of reading materials and question for each session and circulate the same among the students before the topic is actually discussed in the class.

Systems of examination and evaluation

The most commonly used system of examination and evaluation is Question and answer – descriptive. 57.38% of teachers use more than one system of examination and evaluation. The most commonly used systems in combination are Research project, Practical examination, and Question and answer – objective.

Systems of examination and evaluation suggested

Out of 11 suggestions 6 are related to Attention to regular presence of students and active participation in the classroom’s discussions, 2 are about Evaluation of students’ attitude towards problem solving in the library, and the same number have
suggestedEvaluation of students' attitude towards new subjects and innovation. There is also one suggestion on Comprehensive examination at the end of each level.

Part three: course contents

BLS program

Basic courses

Concerning with the Basic courses, teachers like librarians are satisfied with the existing schedule. The teachers believe that the credits allotted to Specialized text in first foreign language (English) and Specialized texts in second foreign language (Arabic / French / German) courses should be increased. The other conclusion is that the teachers also prefer Arabic language as the second foreign language. Because Arabic language could be considered as second language in Iranian.

Elective courses

The teachers like librarians are satisfied with the existing arrangement for Elective courses. Some of the teachers want the credits allotted to the Islamic reference sources be increased.

Specialized courses

About Specialized courses, the teachers believe that four courses which are related to Audio-visual materials and three part of Internship should be decreased. They are satisfied with the remaining courses. Teachers want reduction in these four courses, and are satisfied with the existing arrangement of other courses.

Subject courses in Humanities

Concerning with Subject Courses in Humanities Branch, similar to the librarians the teachers do agree with increasing of credits allotted to Introduction to Humanities and Social sciences databases and databanks, and Fundamentals of computer and programming, from three to four credits, while they want the other courses be decreased from three to two credits.
Subject courses in Basic sciences

Concerning the Subject Courses in Basic Sciences Branch, the teachers are of the opinion that three courses related to computer (i.e. Introduction to Basic Sciences databases and databanks, Fundamentals of computer and programming, and Applied programming) be increased from three to four credits and the other courses reduced from three to two credits. The teachers are of the opinion that the course Statistic should also be increased.

Subject courses in Medical sciences

Similar is the position of Subject Courses in Medical Sciences Branch. Here, also, the teachers are of the opinion that courses on Introduction to Medical Sciences databases and databanks, and Fundamentals of computer and programming be increased from three to four credits. About the remaining courses they want decrease of credits to two, instead of the existing arrangement.

Courses suggested for BLS

Courses suggested for BLS by teachers are mostly like those of librarians. It means that 61.43% suggested courses related to information sciences and technology and 38.57% have suggested courses on other aspects of librarianship. The most wanted courses in the first part are Introduction to information networks: (lan & wan), Creation of information databases, and Practical work with information databases. In the other part History of library and librarianship is desired.

MLIS courses

Pre-requisite courses

About Pre-requisite courses, there is a scope for increase in the credits in all the three courses.

Basic courses

For Basic courses, increase for Research methods is sought and they are satisfied with the existing arrangement of Fundamentals of librarianship.
Complementary courses

In Complementary courses, there is a scope for increasing the credits of all the three courses.

Elective courses

In the case of Elective courses, MLIS the teachers have almost the same opinion of the librarians. They are satisfied with the existing arrangement of courses.

Specialized courses in Information sciences branch

For Specialized courses of Information sciences branch in MLIS, teachers are satisfied with the arrangement of two courses on Information storage and retrieval, and Special references but they want increase in credits of other three courses.

Specialized courses in University library branch

About Specialized courses of University library branch, teachers are by and large satisfied with the existing arrangement.

Courses suggested for MLIS program

In this direction 71.87% of courses suggested by teachers are about Information science and technology and 28.13% are about the other aspects of librarianship. The more suggestions are about:

1. Programming and library software
2. Computerized cataloging and classification
3. Information databases (practical work)

The course, which has most number of suggestions in the other part, is: History of library and librarianship.

Specializations and branches for BLS level

Teachers have recognized all the branches useful in the following order for BLS level:

1. Humanities
2. Medical sciences
3. Basic sciences
Specializations and branches for MLIS level

Similar to the librarians, the teachers have recognized the useful branches in the following order for MLIS level:

1. Information sciences
2. University library
3. Public library
4. School library

Branches suggested for BLS level

Teachers have suggested following branches:

1. Archives
2. Manuscripts
3. Islamic sciences
4. Information sciences
5. Public library

There are also 42.86% respondents who are of the view that the division of the BLS program into branches can be done away with and a single integrated program, without any branches should substitute the existing program.

Branches suggested for MLIS level

Similar to the librarians, the teachers have suggested following branches for MLIS level.

1. Archives
2. Manuscripts
3. Special libraries and Information centers
4. Islamic sciences library

Also about 42% of respondents are of the opinion that the existing system of branches in the MLIS program be substituted with a single integrated program.
Extent that courses taught is up-to-date

In the case of BLS courses 8.73% of courses are not up-to-date, 47.6% are partly up-to-date, and 43.67% only are up-to-date. In the case of MLIS courses the position is better. Here 8.97% of courses are not up-to-date, 26.86% are partly up-to-date, and 64.17% are up-to-date. It may be said that about 36% of the respondents, against about 44% in the case of MLIS courses and 56% of the respondents against 43.67% in the case of BLS courses, feel that there was a need for the revision of the courses.

LIS education through distance education

95.45% of the teachers are not in the favor of library science education through distance (correspondence).

Observations and suggestions

Among the observations and suggestions the emphasis is on the Complete revision of course contents, the next stress are on the Conformity of course contents with latest developments in science and technology, A provision for internship under faculty supervision, More emphasis on information science. There are also suggestions about Topics on current developments and needs, Provision of practical training in the university, Facilities of continuing education for existing faculty, More compassionate and responsible faculty, and More emphasis on old texts in Persian and Arabic.

Indian teachers
Part one: Generalities

Age

71% of the teachers are above 41 years.

Gender

70.97% of teachers are male and females are 29.03%. It means that more than two third of teachers are men.
Place of education

Most of teachers have studied in University of Delhi, Delhi; Panjab University, Chandigarh; University of Mysore, Mysore; and University of Madras, Chennai. The position reflects the growth of LIS education in India, the older the establishment of a course in a University, the larger the number of respondents. MLIS was introduced in the years 1952, 1970, 1971, and 1977 at Delhi, Chandigarh, Mysore, and Madras, respectively. Similarly, PhD was introduced at Delhi, Chandigarh, Mysore, and Madras in the years 1948, 1972, 1971, and 1977, respectively. University of Delhi, Delhi was the first University and also the only University offering MPhil course for a long time.

Experience

Two third of the teachers have between 1 to 15 years and one third have experience as librarian from 16 to 31 years and about 50% have experience a teacher between 6 to 15 years and the same percentage have between 16 to 30 years experience.

Position and education of LIS faculty

Most of teachers (41.93%) are reader. The next group is lecturers (35.48%). The last number is for professor (22.58%). Out of 31 respondents 25 possessed PhD., five have Mphil., and the other have earned MLIS degree.

Place of working of LIS faculty

Most of teachers (22.57%) are working in universities, which are located in Delhi.

Literature available in LIS schools

About the literature available in LIS schools it can be said that about 36% of faculties are not satisfied with the literature available in their respective universities. The others are satisfied up to 75%. Only one (3.57%) respondent was completely satisfied.
Facilities and equipment available in LIS schools

About facilities and equipments available in LIS schools it can be said that about 70% of the faculty are satisfied with the equipment available while rest of the faculty want an improvement.

Facilities suggested

Most of facilities suggested by the LIS teachers in India also refer to:

1. Well-equipped workshop
2. Well-equipped library
3. Well-equipped computer lab

There are also suggestions about Proper and sufficient space, Facility for study tours, and Secretarial assistance.

Part two: Facts related to LIS education

Methods of teaching

Though all the popular methods of teaching are known to the faculty and are widely used but the stress is on Lecture and blackboard and Lecture and discussion methods. Other methods, which need more facilities at the schools, still have a back seat.

Methods of teaching suggested

50% (12) of suggestions of teachers are about various aspects of information technology, such as Use of instructional technology, Computer demonstration in classroom, Online / virtual training, Use of Internet databases, and Use of CD ROMs. Other methods suggested are Practice oriented training in departmental workshop-cum-library, Case study, and other methods that are supported by only one respondent each.

Systems of examination and evaluation

The most commonly used system is Question and answer-descriptive. None of the respondents has supported method of Total work of student during the year. It
seems that it is not a recognized system of examination and evaluation in Indian schools of LIS.

Part three: course contents

Course contents of BLIS programs

According to about 42% of the teachers course contents of the BLIS program call for partial revision. While about 33% have sought a complete revision. 19% are satisfied with the existing arrangement and 6.5% are of the opinion that some courses should be dropped.

Courses suggested for BLIS program:

Courses suggested for BLIS program by the teachers are mostly (52.78%) those related to information sciences and technology and some courses (47.21%) on other aspects of librarianship. The most wanted courses in the first part are Information technology, and Computer application. The most wanted course in the other part is Practical training and Special subject libraries.

Course contents of MLIS programs

According to 40% of the teachers Course contents of the MLIS program need a partial revision. While about 21% are in favor of complete revision of the courses. Almost an equal number are satisfied with the existing arrangement and about 19% are of the opinion that some courses should be dropped.

Compulsory courses suggested for MLIS program:

45.83% of courses suggested by the teachers are related to information sciences and technology and 54.17% are related to the courses on other aspects of librarianship. The most desired courses are: Database management / Information storage and retrieval (online and offline), Computer and information technology in the first part. The most wanted course in the other part is Internship and Specialized options like: patent information, Medical information, etc.

Optional courses suggested for MLIS program

Teachers’ suggestions are 14.34% related to IT and 85.66% to other aspects.
Patterns of LIS education

The most favored pattern of LIS education according to the teachers also is MLIS integrated program.

Period when syllabi were revised last

The syllabi of the programs in most of the schools (40%) are substantially revised more than 10 years back or even earlier.

Extent of satisfaction about existing scheme of courses

Majority of the respondents are satisfied in the case of MLIS scheme while they are not satisfied with the BLIS scheme.

Extent that courses taught is up-to-date

In the case of BLIS courses about 52% of the respondents against about 48% have sought a need for the revision of the courses. In the case of MLIS courses it may be said that about 63% of the respondents against about 37% feel that there was a need for the revision of the courses.

LIS education through distance education

There is no favor about library science education through distance neither librarians nor teachers.

To what extent the course contents are up-to-date:

It may be said that in the case of MLIS courses about 63% of the respondents against about 37% feel that there was a need for the revision of the courses. In the case of BLIS courses about 52% of the respondents against about 48% have sought a need for the revision of the courses.

Observations and suggestion

According to the largest number of suggestions there should be due emphasis on practical training. Internship, after the training, should be made compulsory. Regular revision of the curricula should be ensured so that new developments in the field are regularly introduced.
Recommendations

The realities of the new information society have urged the LIS schools to revise their curricula to provide more education and training in creating and managing databases, computerized storage and retrieval, online searching and other associated activities. Graduates of the programs must understand the role of information, acquisition, organization, and the effective management of the resources and how to transfer them to users. There is a need to introduce courses dealing with emerging of the new technologies and applications, and programming of these technologies. Now the times have come when there is a need to overhaul the system of library science education. The great urgency is to introduce information technology in the syllabus. LIS teachers must keep pace with the demands of the society and begin to train librarians and information scientists to understand the value and role of information (Cohen, 1995).

Keeping in view the results obtained through this study; the following recommendations have been made. At first recommendations related to both the countries are given and then those related to Iran and India separately.

Common recommendations

1. As the philosophy of librarianship has not changed and only the format of information containers has changed, there is no need to metamorphose the curricula, little changes would be enough.
2. Regarding the improvement of the instruments of communication and information technology, their usage in the LIS education should be increased. In other words they should be made a part of each one of core courses.
3. Courses concerned with new skills should be introduced, for example online searching, database creation and management, etc.
4. Practical training should be considered as a part of each course in order to give confidence to students and fulfilling the gap between theory and practice.
5. Methods of teaching should transfer from lecturing to interactive and practical oriented methods using instructional technology.
6. Systems of examination and evaluation should be modified from question and answer systems to interactive and practical oriented systems such as project report, paper presentation, problem solving, etc.

7. Fresh faculty members acquainted with IT should be added to the existing faculty using the experience and new skills alongside.

8. There should always be a program of continuing education for the teachers to extend their knowledge of the latest developments that are taking place.

9. More facilities like: well-equipped library, well-equipped workshop, well-equipped computer-lab and facilities for visiting libraries and information centers should be provided.

10. Distance education is not suitable for LIS education. It is better to stop it wherever it is going on.

Recommendations for Iran

1. Regarding the courses that can be studied by the students themselves, instead of teaching in class the teachers should only refer them to the related sources to find the matter.

2. The old tools of instruction should be replaced by modern equipments. For example typewriting should be replaced by word processors and LIS software; and statistics can be replaced by using SPSS (statistical software which is applicable in library science).

3. Internship courses need more attention. Quality of these courses should be improved by supervising of LIS teachers.

4. More elective interdisciplinary courses are needed to be introduced instead of existing branches, specially in the field of Islamic sciences, Archives and Manuscripts.

Recommendations for India

1. There should be internship training in a library for at least between three to six months.

2. Elective interdisciplinary courses are needed.
3. There should be uniformity in the standards of training, curricula, admission requirements, duration of the courses. The strength and quality of faculties should also be properly maintained.

**Suggestion for further study**

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 studies in specific areas of LIS education in Iran and India as follows:

A comprehensive study on the course contents of each level to put in light the shortages of the courses, overlapping courses, courses which should be dropped, those which should be amalgamated, and the courses that should be introduced is required.

A comprehensive study on the standardization of Library and Information Education in both the country is required.