CHAPTER IV

'TESTING OF RESEARCH QUESTIONS'
1. "India and United Kingdom have identical programmes in Library Science education with no difference".

Our first hypothesis stands confirmed that there is no difference in offering the programmes in library science. Both the countries have identical programmes in library science education viz Bachelor's degree in library science, Master's Degree in library science, M.Phil and Ph.D. etc. The number of library schools which offer master's programme in India (24) are about three times the number of schools in United Kingdom (9).

2. "Library Science Education system and policies pursued in United Kingdom had no impact on those practised in India".

Second hypothesis is also stand confirmed in positive. India, Library science education programme at master's level is offered by Universities only whereas in United Kingdom, it is offered by the Universities as well as by the Polytechnics. In U.K., some library schools are offering two different stream of courses for the same degree whereas in India, all Universities offer only one type of master's course. In U.K., it is offered in different modes viz;

(i) by Thesis only;

(ii) Course by instructions; and

(iii) a combination of both i.e. by course and dissertation etc.

To upgrade the professional skills of the students is the prime purpose of large number of library schools in India (90.90%) whereas
the maximum number of library schools in United Kingdom (83.33%) aim at specialisation beyond the Bachelor's degree in library science or its equivalent. Duration of master's course in Indian library schools is either two semester or one academic year whereas in United Kingdom, for full-time master's course, it is of one academic year and for part-time, the study extends over a period of two-years.

3. "More choices/electives are offered to the students in master's curriculum in UK than in India".

This hypothesis stands partial as in United Kingdom some library institutions offered no choice whereas in other some choices/electives are offered and still another institutions more choices/electives are offered to the students in master's curriculum, viz: in Queen's Univ. of Belfast, Leeds Polytechnic and Univ. of Strathclyde there are no choice in master's curriculum. In sheffield University, some choices are given to the students. In Loughborough University of Technology and College of Librarianship Wales, more choices/electives are offered to the students in master's curriculum. In India, either two or three choices/electives are offered in the master's curriculum in the universities. Some Universities offered no choices/electives e.g. Andhra University, Bombay University, Karnataka University, SNDT Women's University and Vikram University, etc.

4. "Recent developments in librarianship especially the use of technology are more readily incorporated in the curriculum in U.K. than in India".

This Hypothesis stands confirmed in positive by the following facts. In United Kingdom, all library Schools (100%) offer a course
on automation in libraries and they are satisfied with it whereas in India, only 54.54% library schools offer it and it is only theory oriented. But in United Kingdom, it is both theory as well as practical oriented.

5. "The Library professional associations in India have not played any important role in planning or formulating courses of library science as compared to the United Kingdom".

This hypothesis also stands confirmed in positive. Professional library associations of the United Kingdom exercise a unique control over the education of Librarians in the country. The British Library Association has maintained its control of professional library education by holding examinations and issuing certificates of competence to the successful candidates. It has more control over the trends, nomenclature etc. of library science education. There associations have parallel qualification system with the Universities. In short, they are not only examining bodies but recommendatory bodies also. As far as Indian library Associations are concerned, they have only one role to play. They have organised conferences, seminars etc. They have made recommendations on various aspects of library science education and training. Their recommendations are accepted or not, it depends upon library schools. In short, they have no examining role as in British library Associations. Thus, our last hypothesis also stands confirmed.