"CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS"
An available literature on the subject already discussed in Chapter I revealed that a few studies had been made in India and other countries to ascertain the historical developments of library education in India and United Kingdom. So far as the comparative studies in India and United Kingdom are concerned, not a single systematic study based on data has so far been made to assess their different educational characteristics. The present work is aimed at filling this gap. This study was designed to investigate the evolution and development of library education in India and United Kingdom and a comparison thereof. It was an attempt to investigate the various facts of library education in India and U.K. which had not been ascertained so far. To make an indepth study of the problem, this study has been limited to Master level courses in library science only.

For the purpose of this study, only those schools which offer master level courses had been selected. There were 24 library schools in India and 9 schools in United Kingdom which provide master's programme in library science. The sampling had been done with reference to two Categories of people involved in the educational set up i.e. teachers and librarians. The questionnaires were sent to the teachers & librarians because teachers were offering the master's course whereas the librarians were employing the master's graduates in the libraries. This study required the use of survey techniques to determine the facts. In order to obtain the first hand information from the schools,
the most suitable instrument left to the investigator was a carefully structured questionnaire. The investigator sent specially designed questionnaires through mail to all the institutions in India and United Kingdom which offered master's degree in library science. These questionnaires were mailed to the heads of the departments and the librarians. The institutions to whom questionnaires were mailed in India were:

Aligarh Muslim University, Aligarh,
Andhra University, Waltair,
Banaras Hindu University, Varanasi,
Bangalore University, Bangalore,
University of Bombay, Bombay,
University of Burdwan, Burdwan,
University of Calcutta, Calcutta,
University of Delhi, Delhi,
Doctor Harisingh Gour Vishwavidyalaya, Sagar,
Gauhati University, Gauhati,
Guru Nanak Dev University, Amritsar,
University of Jammu, Jammu,
Karnataka University, Dharwad,
University of Kashmir, Srinagar,
University of Kerala, Trivandrum,
University of Madras, Madras,
Madurai Kamaraj University, Tamil Nadu,
University of Mysore, Mysore,
Osmania University, Hyderabad,
University of Poona, Pune,
Panjab University, Chandigarh,
University of Rajasthan, Jaipur,
S.N.D.T. University, Bombay, and
Vikram University, Ujjain.

In United Kingdom, the questionnaires were mailed to:

Queen's University of Belfast, Belfast,
University College London, London,
Loughborough University of Technology, Loughborough,
University of Sheffield, Sheffield,
University of Strathclyde, Glasgow,
University College of Wales, Aberystwyth,
Leeds Polytechnic, Leeds,
Manchester Polytechnic, Manchester and
Polytechnic of North London, London.

However, from India, out of 24 institutions only 10 (41.67%) responses were received in one attempt. But for the collection of data from the remaining institutions, questionnaire had to be mailed four times.

As far as United Kingdom was concerned, out of 9 library schools, 5 (55.56%) sent their responses. To secure data from the remaining
schools, only one more attempt was made. Questionnaires responses percentage is as tabulated below:

<table>
<thead>
<tr>
<th>Library Science Departments</th>
<th>Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Country</td>
<td>No. of Institutions</td>
</tr>
<tr>
<td>India</td>
<td>22</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>7</td>
</tr>
</tbody>
</table>

The filled in copies of the questionnaires received back from the respondents had been critically scrutinised. All the information collected through the questionnaires had been posted in comprehensive sheets to serve as master table for subsequent processing of the data, avoiding repeated references to the questionnaires.

From this study, the following conclusions could be drawn:

1. **LEVEL OF COURSES**:

   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. In India, library science 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 UK., 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 UK, 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.

2. **ORIGIN OF MASTER'S COURSE**:
The origin of the master's course in library science in India (1948) dates prior to the origin of the course in United Kingdom (1963).

3. **NUMBER OF LIBRARY SCHOOLS OFFERING MASTER'S COURSE**:
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).

4. **SCHOLARSHIP/FINANCIAL AID**:
As compared to 3 (42.86%) library schools in United Kingdom, 11 (50%) library schools in India are providing this aid to the students. But the number of students, who are getting this aid in United Kingdom (26) is much more than in India (9) i.e. 3 times more in U.K. than India.

5. **REQUIRED COURSES**:
For master's programme in library science both the countries required courses based on lectures, individual projects, seminars & tutorials etc.

6. **AIMS**:
To upgrade the professional skills of the students is the prime purpose of large number of library schools in India (90.90%)
whereas in United Kingdom, only 50.00% library Schools aim at fulfilling this purpose. The maximum number of library schools (83.33%) in United Kingdom aim at specialisation beyond the Bachelor's Degree in library science or its equivalent whereas 72.72% Indian library schools aim at this. Remaining aims of library schools in both the countries are:
- To update knowledge,
- To provide knowledge of information science & automation skill,
- To provide know how of administrative work in libraries etc.

7. ADMISSION REQUIREMENTS:
For admission to this course in India all library schools (100%) require bachelor's degree in library science whereas in U.K., 83.33% library schools require it. In U.K., 83.33% library schools allow admissions on the basis of interview and admission tests, whereas the percentage of such schools in India is 29.17. The students who have done undergraduate studies in librarianship with master's degree in any other subject are also considered by (12.50%) Indian library schools whereas in United Kingdom, the percentage of such schools is 66.67. The students who have an advanced degree in other fields without any degree in library science are considered for admission in master's course only in United Kingdom library schools (50%). Selection is based on merit in almost all Indian library schools. In both the countries, there is no age limit for joining this course.
8. **DURATION** :

Duration of the course in 22 Indian library schools (91.67%) is either two semesters or one academic year. Only in 2 library schools (8.33%) viz Calcutta University and SNDT Women's University, the course is of two academic years duration and three semesters spread over 18 months respectively. In United Kingdom, for full-time master's course, 6 library schools (85.71%) offer one academic year study course but for part-time course, the study extends over a period of two years.

9. **CHANGES IN CURRICULUM** :

The courses which have been introduced for specialisations in master's programme in some Indian library schools are:

- Emphasis on computer applications,
- Information storage & retrieval,
- Systems analysis, and
- Statistical methods, planning & management,

In United Kingdom, more emphasis is on:

- Information science,
- Information Technology,
- Data Processing,
- Computerised Information Studies,
- Mechanisation, and
- Automation etc.
10. **SATISFACTION LEVEL WITH MASTER’S PROGRAMME**:

In India, 8 librarians (50%) are fully satisfied with the present master's programme/training, 3 (18.75%) are partially satisfied whereas 5 librarians (31.25%) are not satisfied at all with it. But in United Kingdom, 6 librarians (75%) are fully satisfied and two (25%) are partially satisfied with it.

11. **INTRODUCTION OF PRACTICAL TRAINING**:

In India, except two librarians (11.76%) all other (88.24%) feel the need for introduction of practical training of work in the framework of professional education at master's level. In United Kingdom also, except two (22.22%) all other librarians (77.78%) suggest the introduction of practical training of work besides teaching as always desirable.

12. **AUTOMATION IN LIBRARIES**:

Recent developments in library science education especially the use of information science/technology are more readily incorporated in the curriculum in United Kingdom than in India. In U.K., 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.

13. **MASTER’S DEGREE HOLDERS**:

Both the countries employ the students with the master's degree in library and information science in libraries as well as in library
Schools. Their job levels/positions are both junior and senior professional posts i.e. from library assistant to librarians as well as lecturers and readers. In India, 11 librarians (73.30%) are satisfied about the performance of master's degree holders in library and information science in jobs in the libraries whereas in U.K., 5 librarians (62.50%) are satisfied with them.

PROBLEMS:

An analysis of data collected in this study reveals that there are some problems which are common in both the countries namely India and United Kingdom. Prominent among these are paucity of resources and qualified faculty.

However, there are some problems which are peculiar to India. These include language, literature, course contents and the duration of training. India is a vast country and has a large number of regional languages, uncommon to any other one country in the world. Most of the universities allow their respective regional languages as medium of instruction and examination levels. English, in some of the universities, is an optional subject. Consequently, the understanding and command over the English language of students of such universities is not satisfactory. On
the other hand, most of the good literature in library science is available in English only. It is only recently that a few books, not of a very good standard, have been produced in regional languages. So the students find it difficult to understand the books written in English language. Availability of literature even in English language is not encouraging. Large number of documents are expected to be imported. Import of documents is not an easy job in India. Also, foreign books are very costly. As a result, a few good books reach India from abroad and that too very late. Similarly, not many good journals in the field of library science are published indigenously. Foreign journals are costly, difficult to import, take quiet a time in transit and are irregular. Hence most of the schools in library science in India donot have sufficient collection of journals in Library science.

An analysis of the course content of various Indian Universities shows vide variations and serious deficiencies. Most of the Universities do not offer any options at all eg. Andhra Pradesh University, Waltair; Bombay University, Bombay; Karnataka University, Dharwar; S.N.D.T. Women University, Bombay; Vikram University, Ujjain. A few of them have a provision for a
very limited number of options only. Only about half of the University schools have a provision for an important course like automation in library. Even these universities have no facilities for practical training in automation and deal with theoretical aspect of the subject only. Audio-visual material and computer facilities are totally absent from the departments. The duration of the training programmes is also very short. It does not provide the students even reasonable time to understand the whole subject and to learn the latest technique in the field.

As far as the United Kingdom is concerned it faces the problem of attracting an adequate number of full-time students. Certain schools face the problem of finding enough students of a high calibre such as would merit their acceptance to a high level programme. There are several mediocre people in librarianship. Both overseas and native students have difficulty in grasping the nature of research. Besides, supervision makes heavy demands on time of the members of the staff.

15. SUGGESTIONS:

An analysis of data collected in this study reveals that the schools and departments in both countries make certain common suggestions. There should
be adequate staff resources, a wide range of courses and abundant support to resources and services (eg. library material, laborotories, computers and audio-visual equipment).

Library schools in United Kingdom suggest that there should be more full time students, longer duration courses and better financial support to the students. Supervision of thesis or research work should be strengthened.

Indian Library schools suggest that master-level courses, automation in libraries, system analysis, latest trends in library and information science, telecommunication systems and computerised information retrieval systems should be introduced. The students should be given practical training in these areas in order to face new challenges and cope with the latest developments in the profession. The duration of the course should be extended. It should be two academic years as for other postgraduate courses.

The advancement in the field of library and information science is very rapid and to catch up with its speed and to reflect it in the curriculum is rather difficult. However, this difficulty can be overcome by associating experts in library and information science
other than faculty members in the departments. The area of library education needs to be broadened. There is need for specialised training in certain fields in the M. Lib-SC. course eg computer handling, library archives, accountancy, library management, budgeting, printing, publishing and editing.

Proper coordination should be established among the schools of library science of different Universities. There should be scope for arranging lectures by specialists in different schools on topics of an interdisciplinary nature.

Seminars, workshops and conferences should also be arranged in various parts of the country on specialised subjects included in the masters programme.

An M.Phil course in library science should be introduced in the Indian Universities.

There should be regularity in the supply of library science journals and the availability of latest books and audio-visual material.

The government must extend special financial assistance to help the library schools in the country in acquiring technological facilities.
The U.G.C. should provide a sufficient number of fellowships for research in Library Science, as it gives for other subjects in the country. U.G.C. should help in financing the library science schools. So that the departments include a workshop. In India, most of the libraries are out of date. They are followed old editions of the schedules and codes for classification and cataloguing. There are no services for indexing and abstracting. Thus students of library science are being misled by visits to such libraries. Instead of gaining something, they are puzzled. That's why, each department must have a workshop in which students should become acquainted with the latest trends in library science. The techniques of various charging systems should be duly explained in the workshop. For those systems which are mechanical, working models should be provided. The workshop must include the magnetic tapes, all forms of microfilms, all forms of library equipment, phonographs, slides, disc maps and other audio-visual media. Storage and retrieval of such conventional and non-conventional documents should be explained in the workshop. Indexing methods like Peek-A-Boo and Kwic should also be brought home to the students in the workshop. Other library phenomena like various methods of recording of periodicals, acquisition and technical treatment should
be exemplified. The workshop should possess all types of the above enumerated equipments and documents which should also be amenable to all types of peculiarities in technical treatment.

Thus more emphasis on practical training, emphasis on automation and mechanisation in library science education and inclusion of a workshop will ensure interest and vitality to library education.

In short, library education is to be so oriented that it meets the needs of a rapidly changing society.

It would be appropriate at this stage to make a few recommendations for further study:

1. A study such as this may be further enriched by making more comparative studies in other areas of Library Science education in India and the U.K.
2. Other comparative studies in library and information science education may be carried out by choosing other countries.
3. Specialised studies may also be done in certain specific areas of library and information science education, such as faculty exchange, where cooperation and interaction could take place.
among faculty members leading to mutual advantage.

4. Studies may also be undertaken to formulate standards for library and information Science at the Master's level keeping in view the latest trends in education in India and other countries.

5. Further studies may be done to examine the syllabus and course structures at different levels in library and information science education in India keeping in view the changing trends in the field.