A research project requires a scientific temper. But to cultivate Scientific temper as some one has said, one requires 'the devotion of a mother, the poise of a judge, the objectivity of a philosopher, the courage of a soldier, the perseverance and patience of a beaver and the vision of a prophet'. The list of the qualities outlined is indeed, formidable. Still, I have tried my best to do justice to the subject of my study.

Before independence, India was under the British political control so although British rule in India lasted more than a hundred and seventy years, it has left a mark on Indian civilisation which may never be wholly eradicated. The administrative, economic and educational systems of the country were often direct copies of British models. This is particularly true of the educational structure which the British established in India, a structure which reflects in notable degree the Victorian belief in the inherent superiority of the Christian ethic and the British way of life. Similarly, library science education is also being influenced by the British library science policies.

In the light of above considerations, it becomes imperative to investigate what are the similarities and dissimilarities in the pattern of library science education in India and United Kingdom. To make
an indepth study of the problem, this study is limited to Master level courses in library science only. In order to obtain objectivity and scientific character in this research project data was gathered from all the schools in India and U.K. conducting 'Masters Study in Library Science' by sending preformas and questionnaires (original copies of these attached as Appendices). There are 24 schools in India and 9 schools in U.K. which provide master's programme in library science. This work has been divided into main five chapters.

Chapter 1 deals with the introduction, covering the problem and methodology. It includes the objectives of the study and its hypotheses. It also traces the history of library science education in India and United Kingdom.

Chapter II gives the analysis of data collected through Questionnaire method from various library schools and libraries in India and U.K. for this purpose.

Chapter III assesses the results and interpretation from the analysed data.

Chapter IV highlights the various research questions and test them with the study.

Chapter V discusses the conclusions and suggestions as well as recommendations for further study.
At the end, Appendices and bibliography are also given followed by an index. It is hoped that this index would add to the value of this work and would serve as a tool in locating information in this work.