LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIAN UNIVERSITIES

Abstract

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(ABSTRACT)

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1. INTRODUCTION

The foundation oflibrary and Information Science Education in India was laid in 1911 when WA Borden, an American trained librarian started a short training programme at Baroda under the Patronage of Maharaja Sayajirao Gaekwad to create manpower for organizing newly established libraries in the princely state of Baroda. The more systematic training programme was initiated by Asa Don Dickenson at Punjab University, Lahore (now in Pakistan). Madras library association conducted summer schools of three months duration for college librarians in 1928-30. Later on, the University of Madras started a full time Diploma Course for the first time in India in 1931. Andhra University and Bengal Library Association started training programme for librarians in 1935. The Imperial Library (now National Library), Kolkata conducted a training course leading to diploma in librarianship in 1935, which was continued till 1945. The first independent Department of Library Science was started in 1945 at the University of Delhi.

2. SIGNIFICANCE OF THE STUDY

The Libraries all over the world are now responding with adaptability, creativity and flexibility. Indian librarians of today serve in a society which is actually in flux, torn by the technological revolution and rapid political changes. Librarians and information professionals in India are now experiencing both excitement and anxiety as a result of the sweeping societal changes. Immediacy, availability and affordability are key attributes of libraries in the new millennium. In order to deal with the present situation, LIS professionals of India have to play a more active role rather than passive role. They have to learn, develop and nurture various types of competencies required in library field. This can be dealt properly by the faculty members and administrators of different LIS School in the various universities of our country. Hence, the responsibility of library and information science education is very significant to prepare human resources for maintaining libraries in these changing environments. At this instance, library and information science education study can initiate cooperation for course structure to meet the needs of market.

The proposed study intend to identify the general pattern of library & information science education in Indian Universities by analyzing and evaluating the status of the departments, existing course pattern, infrastructure, teaching methods, faculty & problem in the field of library & information science education particularly in the Indian Universities. The study sets out; “Library and Information Science Education in Indian Universities: A Study” with the following objective, hypothesis, scope and limitations.
3. OBJECTIVE OF THE STUDY

The objectives of the present study are:

(i) To trace the development of library & information science education;
(ii) To study the pattern of library & information science education by analyzing and evaluating the factual data;
(iii) To identify the course structure of the select university department;
(iv) To find out the infrastructure facilities available;
(v) To identify the available manpower for conducting the program including faculties & supporting staff;
(vi) To give recommendation and suggestion to meet the demand of the market of LIS profession.

The study covers (i) Library and Information Science Education in Indian Universities (State and Central Universities); (ii) Cooperative efforts towards the establishment and implementation of suitable curricular and course structure (iii) problems and prospects of the LIS Education in India. Therefore, the present work is intended for comprehensive and analytical studies on Library and Information Science Education in Indian Universities.

3.1. HYPOTHESIS

In order to authenticate the present study it is aimed to test the following hypothesis

(i) The world fast growing information technology as well as media communication and marketing & knowledge management has not yet adequately touched in the curricular;
(ii) In spite of the long standing interest in library & information science education in India, there has been lack of cooperative efforts toward the establishment and implementation of suitable curricular and course structure to meet the highly competitive environment;
(iii) The existing infrastructure are not meeting the need of the library and information science education school in the universities to assess the modern educational requirement;
(iv) In spite of rapid development in information technology, knowledge management & marketing, human resource are lacking in the universities.
3.2. METHODOLOGY

In order to solve the problems and to test the above hypothesis certain research design and methodology were adopted. The present study is based on a primary data collected through the method of open ended questionnaire from LIS departments. Sampling adopted for the purposed is so called Judgement (Purposive or Deliberate) Random Sampling. Pre-tested questionnaire is used as a tool of the survey. Data is processed and analyzed through MS-Excel software and information is made accordingly. Random Sampling is adopted by taking the LIS Department in India which is functioning under state and central universities.

3.3. LIMITATIONS

While conducting the study some of the limitations are

(i) *The study will not cover the distance education;*
(ii) *The study will not cover in detail about Certificate course & course at the under-graduate level, usually conducted by agencies such as library association, libraries, teachers’ training institutes, polytechnics and even universities are excluded;*
(iii) *The study will not give recommendation for change in the curricular;*
(iv) *The study will not cover the department below 20years of establishment.*

4. CHAPTERISATION

The entire Thesis was categorized into five (5) schemes:

*Chapter 1: Introduction*

The first chapter narrates the overview of LIS Education. Chapter presents the background of the study, statements of problems and growth of LIS education in India. The chapter presents the Purpose of the study; objective of the study; hypothesis of the study; Scope of the study; Research design & methodology

*Chapter 2: Literature Review*

Review the reports of survey related to various aspects of LIS Education with reference to global and Indian scenario. The literature was review into following categories (i) researchers/investigator’s comments/observation on literature review, (ii) status of LIS education in Global/India, (iii) impact of ICT and knowledge society, (iv) recent trend in LIS education.
Chapter 3: Library Science Education: Global and Indian Scenario

Present the descriptive study of Library and Information Science education of the Global and India scenario. They are assessed on the following parameter – Changing facet of the profession, factor of growth, trends of LIS education, and emerging specializations in LIS.

Chapter 4: Data Analysis and Interpretation

Interprets data that are collected which are drawn from various aspects such as – profile of LIS School, infrastructure facilities, curriculum models, specialization. Inferences that are drawn by studying these factors are incorporated at the end of each table and figure. Statistical methods are applied to test the hypothesis.

Chapter 5: Findings, Suggestion and Conclusion

Based on the analysis, problems were identified and hypothetical findings and major findings were discussed and suggestions were incorporated followed by conclusion.

5. LITERATURE REVIEW

Emphasizing the importance of survey of related literature, C.V. Goods and others have clearly pointed out that “Survey of related literature helps us to know whether evidences already available can solve problems adequately without duplication.”

The scene of Library and Information Science is witnessing a vast change with the changing environment caused by automation, digitization, communication technologies, networks, globalization etc. the awareness of the society has considerably increased making it a more interactive form. With these new trends, there is the need for inculcating newer way of technical and information technology education for providing more transparency among the various activities. The world today has shrunk into a global village, bringing the gap between countries, people, technologies and information. To cite an example, the investigator came across an article by (Abdoulaye, 2004) “State of Library and Information Science Education in Malaysia”. At the outset, this challenged the way topics that have been formulated. Although, the title of the article suggest is done only in Malaysia. The investigators also come across the article “The Future of library Science Education” by (Gorman, 1999). In the article it stated that although libraries should in some way or the other find means to work corporately to provide access. The investigator come across the article by (Naghshineh, 2003) “A Comparative case Study of Graduate Course in Library and Information Studies in UK, USA, India and Iran: Lesson from Iranian LIS Profession” the author study is carried out for curricular, revamping
and the diversity of course offered at the Universities, Independent Institution, and the article also discussed the diversity of degree offered, case and flexibility of higher education. Update course programmes emphasize on research; course and curricular development which give encouragement to the investigator to analyses the course offered in the North–East Region and India. Investigator also come across the article by Saiful which give emphasis on the factors which demand of profession are changing, the factor is the growth of literature, complexity of subject, change in the forms of documents etc. In this article the author give emphasis on the training methods must adopt to such changes. The focus of the discussion is on the History, current structure, curriculum, teaching technique and article which interest is the importance of Accreditation. Investigator come across the article of (Mishra, 1997) “Rethinking of Library and Information Science in India”. Here the author discuss the importance of manpower i.e. librarian as a medium of transmission in communication process. Author presents the brief history of library and information science education in India along with observation on the Curriculum Development Committee Report (1992). Outline a details syllabus for B L I Sc and M L I Sc level to prepare professional for the 21st century. In the article of (Mangla) “Library and Information Science Education: Trends and Issue” present the overview of library and information science course conducted at the Post-Graduate level in India by 80 Universities and two Documentation Center. Due to vast expansion of Library and Information Science Education across the country has raised many problems related to the level of education, selection of students, course content, accreditation, research, administrative status, employment opportunities and library and information science literature. In the same pattern the investigator came across an article by (Singh, 1996) “Restructuring of M L I Sc Course: Issues and Implication”. The article give more emphasizes on the need for restructuring M L I Sc course to develop quality manpower to satisfy the demand of an energy information society in India. Give more focus on the new model should be developing core competence for information communication, information use and user, end user training, information resource management, information technology and research evaluation. These tasks require a national level effort for quality control via accreditation. Pleads for establishing a national level accreditation body on the pattern of Indian Council of Technical Education (AICTE) or Medical Council of India (MCI). In an article of (Haridasan, 2003) “LIS Education: Accreditation and its prospects”. Gives more focus on the library and information science education scenario can be gauged by the trends that have crept up in the profession. After Post-Independence phenomena library science education saw
great development in terms of curriculum development, course design, thought content, formation of board of examiners and board of studies. This tremendous change reflects the existing infrastructure, services and information networks within the country. All these demand qualified manpower to manage effectively and with more proficiency. World today has shrunk into a global village, bridging the gap between countries, people, technologies and information. With these new trends there is a need for including newer ways of information acquisition, processing, storage, retrieval and transmission. Present trends also reflect interdisciplinary character of subject being supported by library and information scientists. Implication of these new trends demands a change in the present curriculum to accommodate programmes that will equip to the new requirement of the information market. Library and Information Science Education reach a juncture where its objectives need to be redefined. The basic aim of Library and Information Science Education should include, to acquire with library activities, to teach how to manage libraries using latest technologies to make aware of responsibilities, to serve better, utilizing various services, teach professional ethics, beside communication skill, negotiate well alert and smart and computer literate should be accompanied.

6. FINDINGS

Twenty (20) Indian universities are taken into consideration for the purpose of the study. Questionnaire was distributed to all the universities. Out of the 20 distributed questionnaires only 3 libraries does not respond, thereby the response rate is 85%. The study reveals year of inception of the department, faculty attached and, headship of the department. Of the responded 17 department, inception of department obtained as ranged from 1935-1945 the responded no is 2 (11.76%); from 1946-1956= 1 (5.88%); from 1957-1967= 6 (35.29%); from 1968-1978=4 (23.53%) and 1979-1989= 4 (23.53%). Thus it reveals that the maximum no of department established is in the year 1957-67. And the number of department attached to Arts is Eight (47.06%); Social Science is five (29.41%); Education is two (11.76%); management is one (5.88%) and Science is one (5.88%). It reveals that majority of the department is attached to Arts followed by Social science. Headship of the responded department for rotation is sixteen (94.12%). It reveals that the majority of the department headship is rotational.

64.70% of the department headship is rotational after three (3) years, 29.41% of the department headship is rotational after two (2) years and 5.88% department headship is not rotational.
The study reveals data of the class room, facilities, software used and teaching aids of the departments. Of the responded 17 LIS schools 35.39% has class room of the range 1-2, 52.94% has class room of the range 2-3, 5.88% has class room of the range 3-4 and 5.88% has class room of the range 5 or more. 100% of the responded LIS School has computer laboratory, 58.25% has seminar/conference hall, 88.25% has departmental library. About the software used at the department 23.44% are using CDS/ISIS, 18.75% are using SOUL, 28.12% are using Open source software and 29.68% are using others software. About the Tools using at the department, 100% are using DDC, 82.35% are using CC, 70.59% are using UDC and 5.88% are using other classification scheme. For catalogue code, 100% are using AACR-II in all the responded LIS Schools, 82.35% are using CCC, 23.53% are using AACR-I and 17.65% are using others catalogue code.

Numbers of faculties at the LIS schools, Professor (28), Associate Professor (24), Assistant Professor (33) and of guest lecturer (7). Teacher student ratio for the study is 1:10. Out of the seventeen responded the no of PhD (100%) courses conducted at all the seventeen departments. The no of M.Phil course conducted at eight (47.05%) departments. No of MLISc (one Year) course conducted at six (35.29%) departments. No of MLISc (Two Year) course conducted at eleven (64.70%) departments, no of BLISc course conducted at eight (47.05%) departments and the no of others (five year integrated) course conducted at one (5.88%). About the intake capacity, PhD varies with the availability of seat, M.Phil 77 and two departments varies according to the availability of seat, MLISc (475) and BLISc (370).

About the curriculum at the LIS schools, credited courses conducted at the departments (47.06%) and the no of non credited courses conducted at the departments is (52.94%). Specialization paper taught at the departments is thirteen (76.47%) and the no of departments having non specialization paper is four (23.53%).

Data reveals that the teaching method adopted at the departments, practical work (16.84%), project work (14.73%), lecture (12.63%), seminar (11.57%), field work (10.52%), assignment (9.47%), tutorial (8.42%), Discussion (7.36%), demonstration (5.56%) and text book (3.15%). The data reveals that assignment method of evaluation is adopted (94.11%), class test (88.23%), seminar presentation (82.35%), attendance (35.29%) and others (17.64%).

After studying the scenario of LIS education in India, one assumption which can be considered is that in LIS Schools in India there is lack of infrastructure, lack of faculties, lack of
co-ordination efforts towards establishment and implementation of suitable curricular. The general finding of the study are as follow.

(i) Teacher student ratio are low;
(ii) Lack of suitable curriculum to meet the demand of the market;
(iii) Lack of similar in the course structure;
(iv) Mode of selection are different;
(v) Lack coordination among the LIS Schools.

7. SUGGESTION
The observation of the present study called for improving

(i) The course structure of LIS schools;
(ii) Initiative in filling up teaching posts of LIS departments;
(iii) Infrastructures & facilities should improve with the provision for future expansion;
(iv) Call for coordination among the LIS schools in North Eastern Region;
(v) Student exchange program should be encouraged to meet the need of the demand of the market;
(vi) Coordination among LIS schools in the line of i-school;
(vii) Establishing of National Council for Accreditation of Library Schools (NACALIS);
(viii) National Knowledge Commission (NKC) which was established by Govt. of India in the year 2005, should immediately start the work of National Commission on Libraries (NCL) as recommended by the NKC.
(ix) If there is coordination among the LIS Schools the scenario of the LIS education will drastically improve;
(x) A model for the improvement of LIS education has been designed.

References:


