CHAPTER 1

INTRODUCTION

1.0. An Overview

Since independence there has been a significant growth in the infrastructure in higher education which provides education in arts, physical sciences, humanities, social sciences, engineering, management, medicine, agriculture, architecture and a variety of other courses. On the other hand, participation in higher education in India is still inadequate. The relevant age group of the students enrolled at the primary school level is 6%. This is undoubtedly low compared to about 50% enrolment of the relevant age group in the developed countries. It is “abysmally low in post-graduate and research programmes” (Nair, 2004). Higher education in India has provided ideas and men to give concrete shape to the future and sustain other levels of education. The rise of information
industries in India, during the later part of the 20th century, has created new opportunities and scopes for innumerable people in various disciplines. On the other hand, the ever-increasing growth of knowledge, which became multidimensional and infinite, was creating some problem for the knowledge seeker as well as knowledge worker of the present day society. Thus, with the development of higher education, there is a need for more effective access to recorded knowledge which could only be provided by the library and information professionals of the present century (Dasgupta, 2009).

The future of Libraries and Library and Information Science education continues to be a vital issue of discussion and is constantly under review in many countries. The emergence of Knowledge Society and Information Society has been the main focal point as societal and educational systems are going through transformation. In the early 1980s the Library and Information Council (LISC) UK “review the future manpower training requirements for Library and Information Work,” and a working party deliberated on this topic through Keynote papers, discussion papers that resulted in a review (LISC, 1985). Beginning with the decade 1990, the awareness of LIS education has been on the increase, in the task of development of education and research in Library and Information Science globally as a result of the technological impact and the implementations of information societies. The Special Libraries Associations, USA has come out with a comprehensive Report on the Professional Skills for LIS professionals in the 21st Century (SLA, 1996, 2003). The LIS education in India is 100 years of its informal beginning in the year 1911, and is emerging as one of the leading producer of highly skilled LIS manpower in the world today. Thus, paradigmatic change is emerging in the manpower development programmes in Library and Information Science in the country. India has a
visible development in Information and Communication Technology (ICT) applications on one hand and on the other as one of the global pioneers in the LIS education has take a serious note of these opinions and expressed views to be on par with the contemporary changes. In this context, the status of Library and Information Science Education since its inception in the early 20\textsuperscript{th} Century is studied here.

Library (institution) is a collection of books and other informational materials made available to people for reading, study, or reference. However, library collections have almost always contained a variety of materials. Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. People in many professions use library resources to assist in their work. People also use library resources to gain information about personal interests or to obtain recreational materials such as films and novels. Students use libraries to supplement and enhance their classroom experiences, to learn skills in locating sources of information, and to develop good reading and study habits. Public officials use libraries to research legislation and public policy issues. One of the most valued of all cultural institutions, the library provides information and services that are essential to learning and progress. Library and information professionals working in India, are facing various paradigm shifts which include: (i) the transition from paper to electronic media as the dominant form of dissemination, storage and retrieval; (ii) increasing demand for accountability along with focus on customer services, performance measurement and
continuous improvement; (iii) introduction of new forms of work organization such as team work, job sharing, outsourcing, teleconferencing etc (Dasgupta, 2009).

Change in Library and Information Science Profession would paraphrase how the present status of LIS Education is suitable to meet the challenges of the forthcoming years. The perspective analysis of the two would be able to establish the compatibility of the present status. According to Satija, “Library Profession in India is more than a century old. Growth of our Library Education has registered a constant growth, but it does not mean progress. Once upon a time it has got respectable place in the world. India became, for its unique contribution, a third world leader in the Library Science Education. This position, regretfully, is endangered now by its mindless additive growth” (Satija, 1998). Certainly it is needed to study by all LIS professionals in the country. Thus the status report would be able to identify the lacunas and mend them towards imparting a quality LIS education.

It is a well known fact that the auspicious beginning for systematic and a formal approach to education for Librarianship was made by Melville Kossuth Dewey (short name Melvil Dewey) in the west, from the east it was Dr. S.R. Ranganathan. The foundation of Library and Information Science Education was laid during 1911 when William Alenson Borden, an American trained librarian started and established a training course at Central library in Baroda (now Vadodara) under the Patronage of Maharaja Sayajirao Gaekwad to create manpower for organizing newly established libraries in the princely state of India, Baroda. The more systematic training programme was initiated by Asa Don Dickenson at Punjab University, Lahore (now in Pakistan) He started a part
time apprenticeship programme in librarianship in 1915. The Andhra Desa Library Associations conducted training classes for the library workers in the state of Vijayawada in 1920. In 1920, a course for the training librarians was conducted at Bangalore under the programme of library development initiated by Sir M. Visveswaraya, the then Diwan of Mysore province. Madras Library Association conducted summer schools of three months duration for college librarians in 1929. Later on, the University of Madras introduced a post-graduate Diploma Course in Library Science in 1936. Andhra University and Bengal Library Association started training programme for librarians in 1935. The Imperial Library (now National Library of India), Kolkata conducted a training course under the supervision of its librarian Sri K.M. Asadullah leading to diploma in librarianship in 1935, which was continued till 1946. Banaras Hindu University started a similar course in 1942 and the University of Bombay in 1943. The University of Delhi laid the first corner stone of the Library Science Education just after Independence in 1946. Sir Maurice Gwyer invited Dr. S.R. Ranganathan, to start the Department of Library Science in the University and became a pioneer to start P-G Diploma course and Master’s and Doctoral Degree programmes in Library Science. It was the first independent department of its kind at the university level and the first to establish a separate department of library science just like any other discipline. In 1947 the first post graduate diploma course was started and it awarded its first diploma in library science in 1948. A two-year course, the first ever Master Degree course in library science was also started in University of Delhi in 1949. It was the first university in the country as well as in (the British) commonwealth to introduce Doctoral studies in library science. D B Krishna Rao was the first person to register as PhD candidate in University of Delhi.
during 1952-53 academic sessions and awarded the degree in 1957 under the guidance of S.R. Ranganathan, the father of Indian library science (Dasgupta, 2009).

1.1. RESEARCH PROPOSAL: Background

1.1.a. Education for National Development

Education does not just appear because of the availability of resources or sharing them. Education has always been accorded a lofty place in the Indian Society. The great leader realized the fundamental role of education and stressed its unique significance for development. As Gandhiji formulated “the scheme of basic education” is seeking to harmonize the intellectual and manual work. This was a great step forward in making education directly relevant to the life of people.

Educational objective laid more stress on further democratization of education, improving access to education, better educational opportunities, achieving more regional equity, developing alternate strategies, broadening the concept of continuing education, use of new technologies. The progress and prosperity of a society largely depends on the availability of knowledge’s and extent of its use at any time.

1.1.b. As Human Resource

Education is an important factor in achieving rapid technological progress and economic development in catering a social order founded on the values of freedom, social justice and equity. Growth and development is generated not only by conventional resource in the form of tools and machinery, but also by manpower. As technology improve the efficiency of manpower also increase.

Improvement in the quality of manpower and of machinery goes hand in hand, they both reflect the greater effectiveness of human factor which is or should be the good
education. The role of educated leaderships in production has led to the theory of education as investment. This is an important reason why society as a whole should contribute to invest in education. For the realization of this educational system, LIS programmes have to be directed toward a set of goal and task. Human resource development is both an important national goal and an essential means of achieving rapid socio-economical progress in the Indian context. The catalytic role of education in this context and dynamic growth process need to be planned meticulously and executed effectively.

1.1.c. As a Factor of Production

Education develops manpower’s for different levels of the economy. It is also the substrata on which research and development flourish and are the unique guarantee of national self-reliance.

Education is an unique investment for the present as well as future. Indeed educational improvement in the human factor account for a major part of economic growth. Describing education as a factor of production, the American economist Schultz states “I noted that the unexplained increases in US national income have been especially large in recent decades. On one set of assumptions, the unexplained part amounts to nearly three fifth of the total increase between 1929 and 1956”. Continuing further he state that , ”The fact that the return to high school and to higher education has been about as large as the return to conventional forms of capital when all the cost of
such education including income foregone by students are allocated to the investment component”.

1.2. GROWTH OF LIBRARY EDUCATION PROGRAMS

American librarian Melvil Dewey began the first formal education program for the training of librarians in 1887 at Columbia College (now Columbia University) in New York, where he was a librarian. The programme moved to the New York State Library in Albany when Dewey became director there in 1889. The success of Dewey’s programme in training highly skilled professional librarians soon led other universities, institutes of technology, and large public libraries to establish their own professional degree programs in library science. Over time, universities implemented the changes called for, and the quality of education for librarianship gradually increased. In the first part of the 20th century, graduates of these schools received bachelor’s degrees in library science. The term librarianship changed its nomenclature to library science then to library and information science, adding new dimension to its field at every stage. It has also changed its philosophy and focuses from ‘Preservation from Posterity’ to ‘Book are for use’ then to ‘Global access to information’. Information is vivid, distinct and observed in this profession than in any other of similar amplitude. The formal course in librarianship was however made a beginning in this country with William Alenson Borden and Asa Don Dickinson. If, Colombia in this context of education for librarianship is the first in the world, the Punjab school was first for India, and probably the second in the world. Dickinson was probably the first to use the term Library Science for librarianship, the other that followed the suit, apart from Universities and libraries were Madras Library
Association (1929) and Bengal Library Association (1935). The University of Madras, under the stewardship of Dr. Ranganathan, took over the course from Madras Library Association in 1931 and in 1937 started a P.G. course in Library science for one year duration. Andhra University started in 1935. So, a beginning was made for a systematic and formalized education for Library Science course in India (University Grants Commission, 2001). Universities began making library science a professional degree, generally called a master’s degree of library science, or M.L.S. degree. In 1957, University Grants Commission (UGC) appointed a Library Committee under the chairmanship of S.R. Ranganathan. The report of the Advisory Committee for Libraries, appointed by the Govt. of India was released in 1959. It dealt in details with ‘training for librarianship’. One of the important recommendations and the Advisory Committee for Library was that “University Grants Commission should strengthen the existing Diploma Courses in the first instance in order to enable the universities running classes in library science to create separate departments for library education and give adequate financial assistance to the universities for the purpose” (India, Advisory Committee for Libraries, 1959). In 1961 UGC set up a Review Committee on Library Science under the chairmanship of S.R. Ranganathan. The main objective of this committee was to improve the standard of library education in India. 1960’s should be considered as a period of great expansion of library education in India. There were about “72% library schools established during this period” (Kumar & Sharma, 2009). In 1966, Working Group of Libraries of the Planning Commission submitted its Report which contained two recommendations regarding library education:
The Group recommends assistance to the Delhi Public Library to have its badly needed building and has provided for the revival of All India Institute of Library Science;

The Group recommends the setting up of State Library Institutes, on the lines of All India Institutes, to train graduate librarians and enable the Indian and State Library Associations to train librarians at the undergraduate levels.

The LIS education in India offered at various levels such as certificate, diploma, and degree, Associateship in Information Science (AIS), M.Phil and Ph.D. These programmes are offered on regular basis as well as through correspondence courses or distance education. In LIS courses information component was given a high priority from the later half of 1970s and nomenclature of ‘library science’ was changed to ‘Library & Information Science’ during this period. Details about the types of courses are as below.

(a) Certificate Course

Certificate courses are mainly conducted by library associations; however, some departments in universities and affiliated colleges are also conducting this course. The duration of the course varies from few months to one academic year. The course aim to train the students for semi-professional or junior level jobs after high school or senior secondary education.

(b) Undergraduate Diploma Course
The Diploma courses are conducted at two levels that are undergraduate and postgraduate levels. Undergraduate courses are conducted by women polytechnics as a two-year course after higher secondary or intermediate. It prepares students to be junior librarian and hold library assistant positions.

(c) Postgraduate (PG) Diploma Course

PG courses in some selected LIS areas of specialization are offered at the university level as a one-year course after the Bachelor of Library and Information Science programme. At present, only three universities and one deemed university are offering these programmes (Association of Indian Universities, 2003). They are a) University of Kerala, PG Diploma in Information Technology; b) University of Mysore, Post MLIS Diploma in Library Automation; c) Gandhigram Rural Institute, PG Diploma in Archives & Documentation Management (University Grants Commission, 2001); and d) University of Hyderabad, PG Diploma in Library Automation and Networking (Association of Indian Universities, 2003)

(d) Bachelor of Library and Information Science (BLIS)

This is a one-year degree course conducted by universities after students graduate with a basic degree. However, in some colleges, Library Science is offered as an optional subject at the Bachelor of Arts level. For this, the students opt for Library Science as one of the optional paper, along with other optional papers in social sciences or the humanities. Students passing with this option would be considered at par with other degrees (University Grants Commission, 2001). Bachelor’s degree prepares students for
professional positions in college and university libraries or as a school librarian. At present, 120 Indian universities are offering BLIS.

(e) *Master of Library and Information Science (MLIS)*

It is a post-graduate course offered after BLIS. Presently, a total of 99 universities are offering MLIS, 21 of them are offering two-year integrated course (Table 1 & 2) directly after BLIS. Many of the universities, which were initially offering BLIS and MLIS courses, have now switched over to a two-year integrated course. The North East Hill University (NEHU) was the first University to start the course in 1986, followed by the University of Madras in 1988. In 1989, University Madras also started MLIS through distance education (Patel & Kumar, 2001).

(f) *Associateship in Information Science*

Since 1964, the Indian National Scientific Documentation Centre (INSDOC) New Delhi has been offering a two-year programme in documentation, which in 1977 the programme was renamed as Associateship in Information Science (AIS). On the 30th September 2002, INSDOC merged with the National Institute of Science Communication (NISCOM) and was renamed as the National Institute of Science Communication and Information Resources (NISCAIR). The qualification for admission to the NISCAIR’s programme is a master’s degree in any subject or a BLibSc/BLIS with three years library experience. The Documentation Research and Training Centre (DRTC), established in 1962 in Bangalore, is also awarding AIS. Admission requirement to DRTC is a
bachelor’s degree in library science or a master’s degree in any subject with a minimum of two years library experience.

(g) Advanced Training Course in Information Systems Management and Technology

This one-year advanced training course in Information Systems Management and Technology is provided by the National Centre for Science Information (NCSI), an autonomous organisation under University Grants Commission (UGC) located at Indian Institute of Science (IISc), Bangalore. (Dutta & Das, 2001).

(h) Other Specialized Programmes

The Indian Association of Special Libraries and Information Centers (IASLIC) and the National Archives of India also offer specialized courses. IASLIC offers a one-year diploma programme in special librarianship and the National Archives of India offers a one-year diploma programme in archives and related subjects (Patel & Kumar, 2001).

(i) M.Phil in Library & Information Science

This is a research programme offered by university departments after one’s completion of MLIS. The University of Delhi started this programme in 1978. It is to act as a bridge between MLISc and Ph.D. and helped to prepare students for pursuing research. At present there are 16 universities (Table1) offering M.Phil programme. The basic requirement for admission is similar in all the universities but the duration of the course may vary.
(j) Ph.D. Programme

This is an advanced level research programme being offered after the completion of MLIS or M.Phil degree in library science. Today, 64 universities in India are providing facilities for the PhD programme. The general qualification for admission is MLIS. However, LIS teachers and librarians in lecturer’s scale are exempted from this requirement (Singh S., 2003).

(k) D.Litt. Programme

Two Universities, i.e. Banaras Hindu University, Varanasi and Utkal University, Bhubaneswar offers D.Litt. programme in library science. So far only one D.Litt. degree had been awarded in India since 1992 by Utkal University, Bhubaneswar, to Dr D.B.Shukla on the topic “The work and impact of a pioneer in library and information science: A critical study of the works of Prithvi Nath Kaula” (Kumar, 1998).

1.3. MODERN PROGRAMS

The skills and specialized knowledge demanded of librarians have continued to increase, and schools of library science have adjusted their curriculums accordingly. Most schools of librarianship have responded to the heightened use of technology by increasing the number of courses in information science. Information science combines aspects of librarianship with technical elements such as computer programming, telecommunications, database management, and computer graphics. It also includes the study of ways in which humans process information and ways in which people interact with machines. Information science programs integrate study from the fields of
communication, computer science, cognitive psychology, artificial intelligence, mathematics, philosophy, engineering, business, and others. This interdisciplinary background gives graduates a broad knowledge of library automation, systems, budgets, online searching, research, and cataloging. Since the 1980s, most schools of library science have become schools of library and information science or simply schools of information science.

Many schools permit or require students to gain some practical training in a library. A growing number of schools also require courses in research methods. To have sufficient time to teach the new skills needed by librarians without sacrificing any of the traditional bibliographic skills, a number of schools have increased the amount of class hours required for a degree.

All programs to educate librarians share certain characteristics. They provide courses in cataloging and classification, reference, management, and collections development. Programs typically offer courses in the history of books and librarianship to give students a background information of the profession’s past. Students in most schools of library and information science have the opportunity to develop at least some degree of specialization. Some may take advanced courses in a particular library function, such as reference work, while others may take courses related to a particular type of library, such as a course in medical librarianship or public librarianship.

All library systems are continually changing, and employees need to update their education and training to keep abreast of these developments. Most schools of library and information science offer a range of continuing education courses designed for library
employees who wish to modernize or expand their skills. In addition, various professional associations offer continuing education courses for library employees.

1.4. PROFESSIONAL ASSOCIATION

Like members of other professions, librarians have joined together in professional associations to solve common problems and to advance the profession. These professional associations address issues such as financial support for libraries, accreditations, censorship, and cooperative acquisition of library materials. They also attempt to influence legislation that affects libraries, establish policies and standards relating to libraries and librarians, and support continuing education for librarians. Almost all of these organizations publish journals or monographs relating to their particular areas of interest. Professional library associations hold conferences/seminars/lecture on a regular basis so that librarians may come together with colleagues to develop policy and share ideas.

Professional associations for librarians operate at the local, regional, national, and international levels. Most professional librarians belong to at least one professional organization. The Association for Library and Information Science Education (ALISE), founded in 1915, is the professional association for faculty members in schools of library and information science. Its purpose is to promote excellence in education for library and information science. The ALISE maintains headquarters in Arlington, Virginia. The American Society for Information Science (ASIS) was founded in 1937 as the American Documentation Institute, and changed its name to its present one in 1967. Its members work to develop new and better theories, techniques, and technologies to
improve access to information. It has its headquarters in Silver Spring, Maryland. The Association of Research Libraries (ARL), founded in 1932, represents the libraries of North American research institutions. The organization addresses issues common to research libraries, such as teaching, research, community service, and scholarship. It maintains its headquarters in Washington, D.C. The Indian Library Association (ILA) must address issues relating to accrediting of LIS education in India.

1.5. GLOBAL LIBRARY PROGRAMS

Several professional organizations and private foundations around the world work to promote international cooperation in establishing new libraries and in improving service at existing libraries. These organizations also provide librarians with international forums in which they can exchange ideas, develop networks for sharing resources, and create compatible standards and protocols for various library procedures. Some of the most prominent international library programs are those sponsored by the International Federation of Library Associations and Institutions (IFLA); the United Nations Educational, Scientific and Cultural Organization (UNESCO); the International Federation for Documentation and Information (FID); the International Council on Archives (ICA); the British Council; the United States Department of State; and the International Association of School Librarianship (IASL). Private foundations also promote increased and improved library services around the world.

1.6. EMERGING TRENDS

With the growth and development of LIS education, various trends are emerging, as listed below:
a. Departments are carefully viewing their curriculum to put more emphasis on emerging areas like computer and communication technologies, marketing and reducing emphasis on traditional techniques like classification and cataloguing.

b. Departments have started establishing their own computer labs and are emphasizing upon practical training on the use of IT, making the students competent to work effectively and efficiently in the electronic information environment.

c. The trend of offering two-year integrated courses is emerging to eliminate duplication of course contents at BLIS and MLIS levels and providing sufficient time for teaching computer and communication technologies, and relating it to library work through practical training.

d. The beginning of PG Diploma courses in some specialized areas, like Archival and Documentation Management, Library Automation, Networking and Information Technology, etc.

e. With the introduction of Information Science curricula, there is greater emphasis on teaching LIS related to information organizations that offer specialized services. As a result, Data Banks, Information Analysis Centers, Translation Centers, Patent Libraries have marked the beginning of a new milestone in the global view of information activities.

f. Like industrial and production management, quality standards are also now being applied to libraries, leading the trend of emergence of ISO certified libraries in India. Therefore, LIS departments are also introducing components of total quality management in curriculum.
g. More LIS departments are getting independent status and privileges like other departments of the university in terms of full-time teachers and full-time head.

h. To face the technological challenges, more existing faculty members are engaging themselves in computer and IT related courses. New faculty positions are created and filled up with the LIS professionals having computer and IT related qualifications.

i. More Continuing Education Programmes (CEP) are being organized in the field of computer and related technologies and LIS departments are playing an active role in organizing such courses.

A growing number of LIS departments are developing their own websites to provide information about them. With the growing impact of the Internet on LIS, new areas such as digital libraries, electronic publishing, online resources, metadata and information architecture are reckoning as nascent fields of LIS research (Singh S., 2003).

1.7. TERM USED IN THE STATEMENT OF RESEARCH PROBLEM

Library (ies)

I. A collection of books, pamphlets etc. kept for reading and consultation, especially, such as a collection arranged to facilitate reference, as by classification and indexing.

II. A series of books having some characteristics in common issued by the one publisher.

III. A collection of books for recreation or study belonging to a private individual, a doctor library.

IV. A commercial establishment for selling or hiring out books e.g. circulating library. A library from which books can be taken away under certain restriction, also lending library where books may be consulted but not carried away.
1.8. SCOPE

1.8.1. Need for the Study

Library & information professionals have to be educated and trained with a view to review the expectation of the information users. It is essential to equip the faculties of library & information center with modern teaching aids. The curriculum which is framed has to reflect the aspects of LIS education. As growth and emerging technology environment of library is not limited. In this context the library & information science educational schools, where professionals are being trained, is to take the view of the scope for application of information technology, marketing, knowledge management & organizing, relevancy and adequacy of the present educational programmes. Library & information science school should assumed new dimension due to adoption of different kinds of information need and user. A new information organization has emerged in order to recognize the entire gamut of information services, users, and the form of information need pressing to train and educate the library & information manpower towards a suitable professional competence. The manpower today will meet the challenges and onslaught impact of information technology, knowledge management & marketing etc on library & information science education. In this context, skill and competency manpower is required to satisfy the high level, complex and ever growing multifarious information need. Thus, the varying range in the levels of department and institution offers LIS education programmes must consider thoughtfully combinational of traditional and modern subject in adequate proportion, so as to enable and produce quality and trained manpower.
At present there are about 85 universities in India which are imparting different levels of courses of library & information sciences ranging from certificate course to PhD. Keeping in mind of the above consideration, the proposed study intend to identify, library scene, courses, admission requirement and duration, enrollment, main feature of the curricula and teaching faculty of the select 20 Indian Universities. For each university, the general observation on the state of library and information science education is studied. Similarities and differences between the universities are summarized.

1.8.2. STATEMENT OF PROBLEM

Organization and maintenance of libraries required trained manpower to impart professional functioning of these libraries. With the newly emerging environment of science, information technology, knowledge societies and functional shift of library and information science education to information science there is a need of professional trained manpower skill to function effectively in such changing environment of information storage, retrieval and delivery mechanism. Even within, the traditional libraries, the nature of operations and activities of effective functioning required professional trained manpower. Hence, the responsibility of library and information science education i.e. professional trained manpower has increase tremendously. School of library and information science education has the responsibility to trained manpower for managing the libraries in professional ways in this changing environment. Library and information science professional have to educate and trained with view to renew expectation of information users. Thus, the proposed study intend to identify the general pattern and status of Library and Information Science Education in India by analyzing
and evaluating the status of school’s of library and information science education, existing course structure/ pattern, infrastructure, faculty, teaching methods etc particularly in the field of library and information science education. With this purposed the study set out “LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA UNIVERSITIES: A STUDY” with the following objectives, hypothesis and limitation.

1.8.3. OBJECTIVE

1. To trace the development of library & information science education;
2. Study the pattern of library & information science education by analyzing and evaluating the factual data;
3. To identify the level of courses and course structure conducted at the select university department;
4. To find out the infrastructure facilities available;
5. To compare the intake & admission requirement;
6. To identify the available manpower for conducting the program including faculties, supporting staff.
7. To give recommendation and suggestion to meet the demand of the market of LIS profession.

1.8.4. HYPOTHESES
1. The world fast growing information technology as well as media communication and marketing & knowledge management has not yet adequately touched in the curricular;

2. 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;

3. 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;

4. In spite of rapid development in information technology, knowledge management & marketing, human resource are lacking in the universities.

**1.8.5. LIMITATION**

1. The study will not cover the distance education;

2. 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;

3. The study will not give recommendation for change in the curricular;

4. The study will not cover the department below 20years of establishment.

**1.9. RESEARCH METHODOLOGY**

Research Methodology is the first step to identify the nature and problem taken up for the study. “Methodology is devised in order to show vividly and logically the
sequence of action of a researcher by which the investigation reaches its structural finally”.

The following methods were adopted for the collection of data relevant to the study

1. Literature Survey
2. Structured Questionnaire

1.9.1. Literature Survey

The main aim of literature review is to acquire understanding about the basic knowledge of the problems. The problems area may consist of issues, factors, principles and theories. A thorough review of these areas can be carried out keeping in mind the following things concepts, opinion, experience and theories of the peers.

As a matter of facts the study begin by listing with full biographical references published books and articles on the given topic in current periodical proposed by the information scientist or the librarian.

They are also call current publication survey. This type is carried out usually by the investigator to examine and evaluate the nature of collection for specific purpose. This methods was specifically used by the investigator to have a clear cut understanding of the subject i.e. library and information science education. These steps in research process helped in framing the questionnaires.

Bibliographical citation of the article were noted with abstracts wherever available 3”x 4” card using Indian Standard, recommendation for bibliographical reference: Essentials and supplementary elements (first revision). The relevant article are Xeroxed for further use.
Keeping the above source in mind compressive review of previous works became very imperative. This facilitated the literature search in limiting its scopes. Because it is not easy for a researcher to know the nature and characteristics of work done by others. Therefore, sources for reviewing the literature become much helpful at such a time. Below are the lists of sources that are consulted for the present study. In other words, they are sources for reviewing the literature of the present study.

1. Index
2. Abstracts
3. References
4. Journals and Reviews
5. Thesis and Dissertation available in the Central Library of the Manipur University
6. Discussion with the supervisor, experts and visit the Universities.

1.9.2. Questionnaire

The present study also uses structured questionnaire methods as a tool to gather data besides the literature survey and interview technique. The purpose is to obtain validity and reliability of information so that the research question can be answered. Above all, it was decided that this technique would be used because of its outstanding advantages. The advantages are noted as

a. Minimum Cost
b. Give a free hand to the respondents so that they can revise and prepare the answer without wasting the time.
c. Easy Distribution.
d. Tabulation of answers is easy at the time of data analysis.
Keeping the above reason in mind set of questionnaire were designed after a careful deliberations and thought review of related literature as well as by basing on the data collection during the preliminary visit and discussion with the supervisor and experts. Further it was criticized by a panel of professionals and found necessary that the following points were to be kept in mind while drafting the questionnaire.

a. The questions asked are up to the point. It means that the questions are made short, simple and easy to understand.

b. The question must be answered in “YES/NO” form in order to save the time of the respondents.

c. Questions are added with necessary instruction and classification wherever needed. In this case various parts of the question are provided with enough alternatives to make them choose the answer easily and to be able to present them correctly.

The above points help the investigator to frame the questionnaires in a systematic ordering. (The final drafts of questionnaires are given at the end of the study.)

The following are the characteristics feature included in drafting questionnaire.

1.10. DISTRIBUTION OF QUESTIONNAIRE

a. Data Collection

Data collection is considered as one of the most important steps or sequence in research methodology because of its involvement in the collection of facts and figures. The investigator visited the proposed area personally to collect the needed data for the study. Due to limitation of time the questionnaires were mailed through post while some are distributed personally.

b. Interview
Throughout the time of distribution of questionnaires in persons of the respondents had to be interviewed in spite of their heavy scheduled. In case of non-availability of the respondents telephonic interviews were also held where possible.

c. **Response**

The total respond of questionnaire of the study is Seventeen (17) out of twenty (20) distributed questionnaire.

**1.11. DATA ANALYSIS AND PRESENTATION**

Data collected were arranged, analyzed and deducted into tabular form by Microsoft Excel software package in computers for presentation by means of statistical methods. The main purpose of employing this method is to draw inferences and prove the hypothesis that where formulated and also to fulfill the stated objective of the study. Following are the statistical methods that were approach and employed that were gathered.

**1.12. CHAPTERISATION**

The present study has been designed in the following chapters:

**Chapter-I: Introduction** – Background introduction; Purpose of the study; Review of literature; objective of the study; hypothesis of the study; Scope of the study; Research design & methodology

**Chapter-II: 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-III: Library and Information 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-IV: 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-V: Suggestion, Finding and Conclusions

Annexure 1: Bibliography

Annexure 2: Questionnaire

References


