CHAPTER – 7
FINDINGS AND SUGGESTIONS

7.0 OVERVIEW
On the basis of data analysis certain findings are drawn and are presented. The data was collected from aforesaid universities at Chandigarh, Panjab and Haryana. All the four universities under study have central libraries and department of library and information science. But their priorities and pattern differ. In respect of library and information science education and training, it can be inferred both by comparing the data presentation in the tables 6.1.1 to 6.1 and observing the same at actual setting, i.e. the Department of Library and Information Science, Panjab University (PU) is a pioneer department in terms of Library and Information Science Education and Training in this region, followed by GNDU, followed by Panjabi University, followed by Kurukshetra University.

7.1 FINDINGS
The following findings have been drawn from the study:

1. The PU is the oldest university in the region established in 1947, followed by KU in 1956, followed by Pbi.Uni. in 1962, followed by GNDU in 1973 (Table 6.1.1).

2. A.C. Joshi Library, PU is the oldest university library established in 1958, followed by Jawaharlal Nehru Library, KU established in 1960, followed by Bhai Lhan Singh Nabha Library, Pbi Uni. established in 1962, followed by Bhai Gurdas Library, GNDU established in 1970. And PU has the maximum 55 teaching departments, followed by Pbi. Uni. with 41 departments, followed by KU with 40 and GNDU with 35. All the four universities are established by an act of their respective State Legislatures. All the universities have their own websites. Pbi.Uni. has constructed its department web site so far. (Table 6).

3. All the four universities have been accredited by the NAAC. The three universities e.g. PU, Pbi.Uni. and GNDU have been accredited at the five star level, while KU as accredited at the four star level.

4. The Library and Information Science Department, PU is the oldest department in the region, established in July 1960.
5. The department of LIS, PU is in the Faculty of Arts, GNDU is in the Faculty of Arts and Social Sciences, Pbi. Uni. is in the Faculty of Arts and Languages and KU is in the Faculty of Arts and Languages.

6. The nomenclature of the Department of Library Science of KU and Pbi.Uni. was changed to Department of Library and Information Science in 1980-81, followed by GNDU in 1984-85, followed by PU in 1988-89. All the four departments have a minimum of two classrooms.

7. The two-year integrated course is in PU only. Other three universities have the pass courses but, are in the process of implementing the two-year integrated course.

8. The last syllabus revised of LIS in PU, Pbi.Uni., and GNDU was during 2003-04, while in KU it was last revised in 2002-03.

9. KU, Pbi.Uni., and GNDU all use Libsys software, but GNDU also use an inbuilt software, while PU library uses Techlib Plus, though it is under consideration to use Libsys software instead.

10. The computer lab of KU has the maximum number of computers e.g. 13, followed by PU i.e. 7, followed by Pbi Uni. and GNDU having 6 each.

11. The department of LIS, PU was opened with the launching of a one-year PG Diploma Course in library science in 1960, followed b

12. The departmental library of PU has the maximum number of books i.e. about 2000, followed by GNDU i.e. 1800, followed by Pbi.Uni., i.e. 1500. There is no departmental library in KU. Only departmental library of Pbi.Uni. is provided with an intercom facility.

13. In PU departmental library, the sitting capacity of about 40 students to sit at a time is the maximum, followed by GNDU with 25. There is no setting arrangement in Pbi.Uni.

14. The PU department tops in having maximum number of doctorates in LIS i.e. 34, followed by KU, i.e.11, followed by GNDU. i.e. 10, followed by Pbi.Uni. i.e. 7 till January 2006.

15. Lecture and blackboard method is the maximum used teaching method in all he departments, but the most preferred teaching method, considered very good is the blending of lecture and A/V methods. All the new courses proposed have inter-mingling with IT and its application in library operations.
and services. For admission in the LIS course both the entrance examination and the merit is considered in all the four departments.

In the departments of PU and Pbi. Uni. internet, E-Mail, FTP, http facilities are available. Whereas, there is no internet – connectivity in the departments of KU and GNDU. In the GNDU university, the computer centre which is separately located in the library building has the internet connectivity, the professional staff of the library is provided internet connection. The Pbi.Uni. is a member of the nodal centre based in the department of Chemistry. The LIS students have access to it also. While the KU University library is the regional centre of ERNET.

16. In all the four departments the descriptive question paper pattern is followed. Though, sometimes objective type questions are also inducted in PU and Pbi.Uni. Generally, English is the medium of instruction followed in all the departments, but occasionally Hindi medium is also used in KU, whereas in both the Pbi.Uni. and GNDU Punjabi medium is also used occasionally.

17. All the four departments are agreed that cut-offs would be lower when the number of questions are decreased, PU recorded for i.e. 6 (75%), KU for 6 i.e. 6 (85.7%), Pbi.Uni. for i.e. 4 (66.7%) and GNDU for i.e. 3 (50%) respectively. And none of them agreed that when the questions are reduced there would be problem of covering the whole syllabus. All the departments have agreed upon that in the light of thinking students, the profession would become richer rather than with the induction of fast students.

18. PU feels that the Certificate/Diploma Courses have nearly lost its significance, on the other hand, KU, Pbi.Uni. and GNDU have some reservations.

19. That the LIS courses lack the technological trends. Where in support of it PU and GNDU each have recorded for 75%, KU for 50% and Pbi. Uni. for 25%.

20. PU and GNDU have agreed that UGC refresher courses and the Continue Educational Programs (CEP) have rendered inadequate, while the KU and Pbi.Uni. have expressed their dissatisfaction.

21. All the four departments have agreed that LIS education through the distance mode be allowed to continue. Regarding the difference between the regular stream and the distance mode, all but Pbi Uni. have agreed that differences exist between both the modes of LIS education and training.
22. Neither of any department has adequate workforce to handle IT-based services and are, therefore unable to introduce IT tools and techniques in the department. All are fully agreed that an LIS person having adequate knowledge of computer applications in libraries be the right choice to handle IT operations in the department.

23. Except PU, no other department has prepared a final draft or approved an Action Plan for modernization of library services. And till now neither of any department is fully computerized.

24. The departments of PU and Pbi.Uni. have adequate internet facilities, while there is no such facilities existed in KU and GNDU.

25. All have recommended the appointment of a computer teacher as a regular faculty member.

26. All have given their consent to that IT curricular must include an application of online software. All have, on the other hand preferred classroom teaching to online teaching.

27. None of the department runs any specialized course, though in the present scenario it becomes very imminent to have at least one specialized course, for instance P.G. Diploma Course in Computer Applications.

28. A consortium - based service is preferred by all the departments. To provide better access to internet, none of the university is provided with WI-FI system (easy access to internet), except the PU.

29. None of the department has its own seminary. Though seminars / workshops are held in a common seminary, also shared by other departments. None of the department has its regular publication, except Pbi.Uni. Which has its online publication. All the departmental libraries are open during summer vacations. Though the attendance of the readers is thin, a few students and teachers do come for consultation.

30. In PU every 4-5 years, course/syllabus is revised, and it also undergoes revision by the Board of Studies, at KU and GNDU it is revised as per the UGC guidelines, while in Pbi.Uni. it is done by the Board of Studies after every two years.

31. All the departments have agreed that the software should be easier to work for library professionals/staff and end users, and it would be more
convenient if all the four departments have particular software of a reputed company or have their own software with standardized formats.

32. Inadequate provision of allocation in budget ranked one of the major constraints in library automation of departmental libraries. And all are aware of the potential benefits of IT in their field, but due to financial factor, nothing moves forward.

33. The lack of concentration noticed by the teachers among their students is one of the many reason, is detrimental in getting through the NET / SET examinations.

34. NET Examination will certainly provide a fat Salary package, feel all the students, but unless and until they get it cleared it. Presently, there are no such Placement Cells likes the ones in the stream of Management courses.

35. The sanctity to Right to Information Act, 2005 be implemented in letter and Spirit. As per the provision in the Act, a reasonable amount of fee may be charged from the public or the readers outside the institution, which amounts to resource generation.

36. In respect of launching of (Educational Satellite) EDUSAT courses during summer vacations, the maximum consent registered for implementation is by PU i.e. 24 (80 %), followed by Pbi.Uni.i.e.16 (72.7 %), followed by GNDU i.e. 19 (70.4 %), followed by KU i.e.10 (40 %).

37. All the departments have agreed that with the advent of the 'knowledge society', the 'Centers of Excellence' will come into existence. And regarding the 'Citizen Charter' none of the university has published it so far. In spite of the fact that there is a clear guidelines issued by the Department of Administrative Reforms and Public grievances, Government of India to prepare it.

38. For the induction of the most appropriate candidate in the university library, the professionals have hundred per cent agreed that a NET qualified candidate is the most suitable choice. Where the KU recorded for 90 (100 %), followed by Pbi.Uni. i.e. 66 (100 %), followed by PU i.e.60 (100 %), followed by GNDU 37 (100 %).

39. On the present state of LIS education and training in India, KU is the most dissatisfied one, i.e. 4(16.6 %), followed by GNDU, i.e. 3 (11.1 %), followed
by PU i.e. 3(10 %), followed by Pbi.Uni. i.e. 2 (9.09 %). For the 'good' state of LIS education and training, the highest rank was given by PU i.e. 10 (33.3 %), followed by GNDU i.e.(33.3 %), followed by Pbi.Uni. i.e. 7 (31.8 %), followed by KU i.e. 5 (20 %), while none of them consider it 'excellence'.

41. Almost all the professionals are agreed that apprenticeship is very important component of the LIS curriculum, where the student come across multiple new things, problems and their solutions as well, where it rarely occurs in theory. And all are agreed that apprenticeship be a part and parcel of the LIS curriculum.

42. That the LIS schools can't provide education and training on all the subjects in detail and it is endorsed by PU, while rest of the three universities has some reservations.

43. On the implementation of 2-year integrated program of LIS, Only PU has implemented it, though rest of the universities is in the process of implementing it.

44. To have a uniform syllabus at least among the different zones in India, PU has credited it with 25 %, while the rest of the three universities have credited it with 75 %.

45. To consider the viability and reliability of the 2-year integrated program of LIS, all the three universities (PU has already implemented it) are optimistic that it is in the interest of the profession keeping in view the changing dimensions of LIS education and training.

46. Of the technical problems, none of the university is faced with the problem of hardware. All the universities are provided with financial grants from UGC or by its agencies, but these are neither coming directly nor in time. Moreover, there is a complete lack of coordination. A close cooperation is necessary if the amount granted is spent for the items to which it is earmarked, otherwise the purpose of education will not be fulfilled.

47. The problem of human capital is the most prominent one, which all the departments and libraries have to confront with. Since the trend is changing, here also a person with a prescribed qualification and also having additional qualifications is to be considered for a given post.

48. All the departments are agreed that the growth of LIS schools is haphazard. While PU and Pbi.Uni. have agreed that NIP could not bring
transparency in the profession of librarianship, KU and GNDU have agreed otherwise.

49. The problem of out-dated publications has assumed alarming proportions. Electronic media has not yet taken the place to out do the print – media, because it is not feasible and the print media has to stay. Nevertheless, there is an urgent need to preserve the important document, by way of appraisal process, and the un-wanted material to weed out

50. Professionals in the university libraries like to do different jobs in in different sections so as to get practical experience and come across new envelopments taking place not only the field of LIS but also in the inter-disciplinary fields. Besides, it also helps in gaining new skills and techniques.

51. In the present scenario, the trend of resource sharing and networking is gaining momentum. Howsoever, a big library it may be, ultimately it has to depend on resource sharing and networking. And the libraries have to improve upon this field keeping in view the pros and cons of the whole exercise involved.

52. Almost all the professionals have stubbed the doubt that teachers will be replaced by machines. Though the impact of IT would be in the larger scale and online courses may take place and mode of education undergo change, still teachers and portals of education will stay.

53. The various computerized services provided by the universities: PU is leading among all the four libraries in providing computerized library services i.e. Circular services, Inter-library loan services, Abstracting Services, Consulting services etc., whereas SDI Services, CAS Services, Bibliographic Services, Reference Services, online service, Multi-Media Service are provided by all the universities. Reprographic is the only service which is provided by GNDU, it self in the library in a separate enclosure equipped with microfilm cameras ad microfilm readers.

54. It is the various networks which are accessed by the libraries: INFLIBNET, ERNET, DELNET, INTERNET is accessed by all the university libraries. While international network, DIALOG is provided by KU and Pbi.Uni. only. KU is the nodal centre of ERNET.
The objectives of library automation and networking is to improve access to library collection, is the main consideration of all the professionals, so as to improve the speed of technical processing and make documents available faster to the end.

Among the various teaching methods, the most preferred one is the blending of the traditional with the modern. The maximum number of students of PU preferred i.e. 45 (75%), followed by Pbi. Uni. i.e. 40 (66%), followed by GNDU i.e. 22 (59.4%) and followed by KU i.e. 43 (47.8%).

55. It is about visit to departmental library. The maximum number of students are from PU, i.e. 55 (91.7 %), followed by Pbi. Uni., i.e. 3 (46 %), who visit daily to their respective departmental libraries. And those who visit twice a week, the maximum number of students are from GNDU, i.e. 6 (16.7 %), followed by Pbi. Uni. i.e. 10 (15.2 %), followed by PU, i.e.5 (8.3 %), etc.

56. All are also agreed that the mushrooming growth of LIS be contained, and Only those departments be allowed to exist which have undergone accreditation by the NAAC.

57. Respondents purpose to visit libraries. Since no issue and return of books are allowed in any of the departmental libraries, students visit the departmental libraries for different purposes, i.e. the maximum number of students of PU, i.e. 18 (30 %) visit library to consult bibliographies, whereas the maximum number of students from the KU, i.e. 34 (37.10 %) to update subject contents, and so on.

58. Both the methods, manual as well as computerized methods are used. For the Break-up the maximum number of LIS students in the main library use the manual method i.e. 17 (28.3 %) and online method i.e. 15 (25 %), In KU,i.e. 27 (30 %) for manual and 24 (26.6 %) for online, In Pbi.Uni. i.e. 21 (31.8 %) for manual and 11 (16.6 %) for online, and in GNDU, i.e. 19 (51.4 %) for manual and 5 (13.5 %) for online methods are used.

59. The maximum number of students gain knowledge from their class teachers i.e. 34 (56.6%) in PU, followed KU i.e. 48 (53.3 %), followed by GNDU, i.e. 14 (37.8%), followed by Pbi. Uni. i.e. 24 (36.3 %).

60. Accessing the online information through OPAC. In PU, the maximum number of LIS students access OPAC through Author i.e. 28 (46.7 %), followed by Pbi. Uni. i.e. 30 (45.4 %), followed by KU i.e. 39 (43.3 %),
followed by GNDU i.e. 14 (37.8 %). Through Title, the maximum approach is followed in KU i.e. 37 (41.1%), followed by Pbi. Uni. i.e. 26 (39.3 %), followed by GNDU, i.e. 12 (32.4 %), followed by PU i.e. 16 (26.2 %).

Online service is used maximum in KU i.e. 33 (36.7 %), followed by GNDU, i.e. 12 (32.4 %), followed by PU

Yahoo is the most commonly used search engine used in all the Universities, followed by Google in all the universities.

CAS is the most useful service in PU i.e. 53 (88.2 %) of students of PU Use it, followed by KU i.e. 79 (87.7 %), followed by GNDU, i.e. 28 (75.3%), followed by Pbi. Uni. i.e. 51 (27.2 %).

In all the department’s computer lab/workshop the number of computer are Inadequate, does not fulfill the needs of the students. Students of KU and GNDU have no access to internet, neither in the department nor in the central library. Whereas Pbi. Uni department has a consortium based service with other five departmental libraries, besides I internet connectivity. In PU students have access to internet in the department and can also access the digital library in the main library sitting in the department itself.

Teachers not guide the students for the NET Test, separately. Snap tests are taken only in PU. And regarding the holding of the snap tests, except PU students, no other majority of university students have favored it

The quality of the contents of the lecture delivered by the faculty is evaluating 75 % by the students of PU, while it is recorded as 50% by most of the students of the rest of the three universities.

Most of the students prefer apprenticeship be a part of the curriculum and be arranged after the completion of the course, preferably in the university libraries or in the libraries of Library and Information Centres. For the maximum number of students who expressed their consent are from Pbi. Uni. i.e. 43(65. %), followed by PU, i.e. 38 (63.3 %), followed by GNDU, i.e. 18 (48.6%), followed by KU i.e. 17 (18.9 %).

Education be knowledge-centred to which the maximum number of students who marked it right are from Pbi. Uni. i.e. 42 (63.5 %), followed by PU i.e. 33(55 %), followed by GNDU i.e. 19 (51.4 %), followed by KU i.e. 45 (50 %).
69. Students preference after completing the LIS program. Most the Students prefer seeking a job ad also preparation for the NET. For which the maximum number of students are from PU i.e. 35 (58.3 %), followed by GNDU, i.e. 19 (51.3 %), followed by Pbi. Uni. i.e, 33 (50 %), followed by KU i.e. 38 (42.2 %).

1. Students preference of educational tours. Students feel that the Educational tours are very essential to have greater exposure of departments of LIS and the university libraries so as to know about the emerging trends in the area of librarianship.

SUGGESTIONS

1. KUK, Pbi. Uni., and GNDU should try to develop better departmental infrastructure.

2. There is no uniformity in the courses among the four universities. Curriculum needs continue updating. Quarterly meetings or at the least e-mail connectivity among faculty could help in resolving a few issues to have a uniform syllabus.

3. PU has the two-year integrated LIS program, and other three universities still carry on with one year BLISc. and one year MLISc. Programs, though all the three universities are going to adopt it shortly.

4. There is no any regular material to know "Who is who" and what is being done by the LIS departments in the country.

5. The departments PUC, KUK, and GNDU should try to construct their Webpage. The department of LIS, Pbi.Uni. is the first department in a university in whole of South Asia to register its web presence by having its own webpage on the internet in 1997.

6. A close cooperation and coordination amongst the LIS departments is conspicuously absent. It could be revived by holding or sponsoring seminars, Workshops turn by turn.

7. The traditional teaching method is still dominant. The blending of the traditional and the modern method i.e. information technology should be adopted. Every paper must have computer applications in it.

8. Self-learning pays rich dividends. Group discussion in the class room should be encouraged. During summer vacations a sort of rapport could be established between the teacher and the taught through e-mail.
9. With the change in the research operations and enhancement of the computer technology, the concept of storage has changed completely and that is where the teaching has to focus i.e. access to information should be the main criteria and not the number of books and its size.

10. The professionals should come forward and press the governments of UT, Panjab and Haryana to constitute a state library council on the lines of the state of Kerala.

11. Both the states, Punjab and Haryana should have a Minister of Libraries, on the lines of West Bengal.

12. A committee of senior LIS teachers and computer and communication experts has to constitute to chalk out the contents of the teacher training program from some of the prominent topics like information, telemetric, information superhighways, digital/virtual libraries, knowledge management, internet technology, web based education, preparation of manpower on the lines of market / employers need, etc.

13. There is no regular computer teacher in any of the four departments. Only make-shift arrangement exists. A computer teacher having MLISc. Degree, Post Graduate diploma in Library Automation and Networking (PGDLAN), and NET of UGC, is supposed to fulfill the qualifications to overcome the faculty crunch.

14. The teacher training could be provided by one university in the state in batches. The UGC should provide funds for it.

15. The universities need to establish the Quality Assessment Cells (QACs) for self-evaluation. At the national level, NAAC is there, but the evaluation should be made compulsory. NAAC should also evaluate each and every department of a university and mention in their evaluation report.

16. There should be regularity in supply of journals. Restricted publications (Bulletins/ Newsletters) usually received not in time, depriving the contributors who wish to contribute for a national or international meet. Such time-bound information could be displayed on web sites. PU library has also a digital library, which should be act as a model library for others to follow suit. The PU digital library has many e-journals on its rolls.
17. Faculty training may also be conducted in areas such as faculty exchange.
18. As a very large number of universities are having Ph.D programs in LIS in India, a foolproof bibliographical control is but sine qua non to avoid duplication of research in LIS.
19. There is very little research on the internal governances of universities and their departments in India, which needs rectification.
20. The LIS schools are to work in unison in order to bring the LIS discipline at par with the science stream and subsequently at par with the developed nations and beyond.
21. There is a wide gap between the plan and the action. Funds alone can not help to improve the quality of education. It includes motivation of all including that to teachers, professionals, students, administrators, and others.
22. The government may also keep a vigil over the private bodies so that they may not indulge in activities prejudicial to the larger interests of education and training.
23. It is of utmost importance that university curricula should be made responsive to the needs of the society as also in continuity with the aptitude and abilities of students.
24. Students find difficulty in securing suitable employment. Optional courses under the scheme of vocational education is one alternative. However, more useful would be the starting of short -term courses (six weeks to six months in areas ranging from computer application to tourism) that could be taken by students in addition to the regular course, that form a part of the degree curriculum. There is no placement cell exclusive for LIS students. Students approach to the general placement cell in the university instead.
25. The kind of facilities librarians have and the training which they get in using books and non-book materials and other resource material should enable the librarians to broaden their vision and try their hands at least in some non-LIS topics. That will certainly help them to classify as academicians.
26. PU and Pbi. University students have access to internet in the computer lab whereas, KU, Pbi have no such facility as such. KU and GNDU should provide the internet facility to the LIS students at least in their computer labs.
27. It is very disgusting the KU has no departmental library. Departmental library is a very important organ of any LIS department. The department should not delay further in having the departmental library.

28. All the four departments have no intra-departmental connectivity in their respective universities. The intra-departmental connectivity strengthens the inter-disciplinary nature of the LIS discipline.

29. The departments of PU, KU, Pbi. Uni. and GNDU should try to provide consortia based service and access to electronic resources through internet.

30. The faculty members of all the four universities should be given better orientation so that they can make effective use of library in teaching and research.

31. None of the four universities is having an apprenticeship program. It is the need of the hour. The sooner they retain it in their curriculum, the better it is for the students.

32. None of the three departmental libraries is computerized. It will be better for the library to go LAN in the beginning and then resort to WAN. Students could access the main library from the departmental library. Unlike in the departmental computer lab, students will be more at ease. For a few systems will be sufficed to begin with.

33. University departments in general are facing following constraints:
   Such as inadequate financial assistance; lesser number of faculties; Inadequate teacher training programs etc, Presence of academicians in the decision taking body is almost nil.

34. The suspicion is looming large if LIS professionals are not trained in the LIS profession, there is possibility that the LIS profession may take over by the IT professionals.

35. There is need to establish National Translation Centre; there are such centers in Russia, Japan, and Germany. The National Translation Centre should be established jointly by National Book Trust (NBT), CSIR and UGC.

36. There are only five countries that have National Book Museum. These are Germany, Russia, Japan, UK and US. Through the efforts of NBT case could be prepared for the approval of the Government of India.
FUTURE STUDIES

Growth and development is never a single entity. It is a continuous process, in the sense that no study, in any field, is final. In fact, every research into the area opens new vistas and opportunities and brings new factors to light, thus promoting further work in the area. The researcher always feel that further investigation could be promoted and probed, truth reached is never absolute nor final but only relative and every researcher increases the relativity of truth. In view of the research, the following further studies may be found pragmatic.

1. The present study was confined to the states of Punjab, Haryana and Chandigarh. Further research work can be undertaken to replicate the present study from the different states of India.

2. The present study was confined to the university departments only, being multi disciplinary in nature, many discipline are involved and inter disciplinary research could also be under taken.