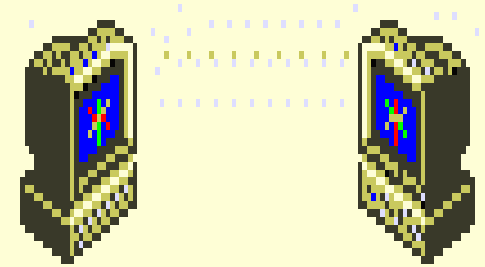
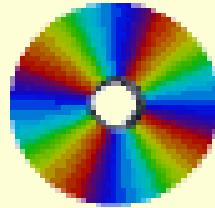


ROLE OF LIBRARY SCIENCE SCHOOLS FOR MEETING FUTURE CHALLENGES



Dr. Pratibha A Gokhale

Department of Library and Information Science

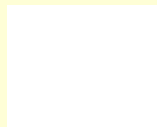
University of Mumbai

Vidyanagari, Kalina

Santacruz (E), Mumbai – 400 098.

pagokhale@mu.ac.in

pratibha_gokhale@yahoo.com



Landmarks in Library and Information Science Education in India

Formal Library education in India has a history of more than *nine decades* behind it. Chronological developments as reported in the literature reveal that-


- **John Macfarlane** – the first Librarian of the Imperial Library (now the National Library) at Calcutta started the first in-service training programme for the staff in 1901.



- **W. A. Borden** - initiated training in Librarians at the invitation of Maharaja Syajirao Gaikwad II of Baroda state in 1911.



Landmarks in LISc. Contd. 1

- **Asa Don Dickinson** – started a systematic training programme at the Punjab University in Lahore in 1915. This was first university course in (the undivided) India. He also prepared a manual namely, *“The Punjab Library Primer.”*
 - **Andhra Desa Library Association** - founded in 1914 started conducting training classes for Library personnel in 1920 at Vijaywada. This is described as the *“Peoples’ Movement.”*
 - **M. Vishveshwaraiah** – the then Dewan of Mysore state in 1920, started training course for librarians at Bangalore as, *“Programme of Library Development.”*
- 



Landmarks in LISc. Contd. 2

- **University of Madras** – in collaboration with the **Madras Library Association** started offering a certificate course in **Librarianship** from 1929 which was fully taken over by the **University** in 1931.
 - **Andhra University**, the **Imperial Library** and **Bengal Library Association** imparted training through **Certificate / Diploma** courses for shorter duration of varying period.
 - **University of Madras** - in 1937 Converted the certificate course in **Librarianship** to post Graduate **Diploma Course** of one year duration.
-

Landmarks in LISc. Contd. 3

Subsequently...

- **Banaras Hindu University (1941),**
- **University of Bombay (1944),**
- **Calcutta University (1946),**
- **Delhi University (1947) started Diploma Courses.**
- **Aligarh Muslim University is the first university to start the B.Lib.Sc. At present, there are about 100 universities in the country which are imparting different levels of courses in Library and Information Science ranging from Certificate course to Ph.D.**


- **DRTC and INSDOC (now NISCAIR) offer two years Associateship programme.**




Research in Library and Information Science in India

University of Delhi instituted the doctoral programme leading to Ph.D. in Library Science in 1951. Dr. D. B. Krishna Rao is the first awardee in 1958 from University of Delhi, under the guidance of Dr. S. R. Ranganathan, for the topic *“Facet Analysis and Depth Classification”*.

However, the second Ph.D. degree in Library Science was awarded to Dr. Pandey S. K. Sharma by Punjab University in 1977 only after 19 years of first Ph.D. degree. He received the degree under the guidance of Dr. J. S. Sharma. His topic was, *“Expansion and Modification of D.D.C. (18) for classifying Indological books with special reference to Indian Philosophy and Indian Religion.”*






Research in LIsc. in India Contd. 1

The major objectives of University's academic work are-

Teaching, Research and Publications. Out of which Research is the core function.

Apart from Ph.D., the components of research at elementary level are also covered through following ways -

- **M. Phil. Course**
 - **M.L.I.Sc. Projects / Dissertations.**
 - **Individual or Team Research Projects sponsored by UGC, ICSSR, DST, MHRD...**
 - **Self Supported Research**
- 



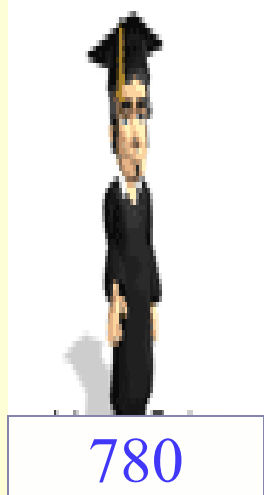
Research in LISc. in India Contd. 2

Research Programmes

University of Delhi has the credit of starting the M.Phil Programme for the first time in the country in 1976. There are 11 universities in the country which offer both M.Phil and Ph.D. programme, where as 37 universities are offering only Ph.D. Programme. Thus 48 universities in all offer Ph.D. Programme (CDC report 2001). Kota and YCMOU open universities offer Ph.D. under Distance Education Mode. So far only one D.Litt. has been awarded in LIS by Utkal University in 1992 to Dr. B. B. Shukla for his thesis, *“The work and impact of a pioneer in LIS : A critical study of the work of Prof. P. N. Kaula.”*

Research output in Indian Universities

As per the record available about award of Ph.D. degree in Library and Information Science, decade wise analysis is as under :



Decade	Ph.D. Awarded
1950s' and 1960s'	5
1970	11
1980	86
1990-96	235
1997-2000	92
2001-2005	201
2006-2009	150
Total	780

There has been a sharp upward mobility in Ph.D. research in early 90's with no specific explanation. The first half of first decade of the 21st Century reflects a steady pattern in Ph.D. research.

Decade wise analysis


Decade	Subjects Undertaken (broad areas)
1950s' – 1970	Types of Libraries – public; academic; special, history of Librarianship, universe of knowledge, classical approach to librarianship
1970s' – 1980	Library services, documentation, users' surveys, needs Identification, technical processing, resource sharing
1980s' – 1990	Bibliometric studies, computer applications, children 's literature, bibliographic data bases, patent literature, collection development
1990s' 2000	Networks and networking, Internet, non-book material, Preservation, distance and continuing education, Total quality management, library automation, systems approach, library software
2000- onwards (secondary stage)	Grey Literature, consortia, institutional repositories, Metadata, open archives, knowledge management, content management, ontology



Faculty affiliation of Library Science School / Departments

It is interesting to note that the subject of Library and Information Science is placed under as many as *15 Faculties* by different universities in the country. After re-grouping them under broad subject categories, it reveals following faculty affiliation –

Social Sciences	30
Arts and Humanities	29
Sciences	8
Education	4
Non- Affiliated Departments	4
Library Science	3






Influence of Allied disciplines

Though the field of Library and Information Science has developed its own professional techniques, subsequently it has adopted some of the application areas from other disciplines to suit the contemporary requirements.

One of the earliest disciplines to have made a strong influence on Library Science is *Management* followed by *Computer Science*. IT related areas, Research Methods from Social Science, Statistical Techniques from *Statistics*, Behavioral Science from *Psychology* and Econometric study of Information from *Economics* also have a strong impact on study and research in Library and Information Science.



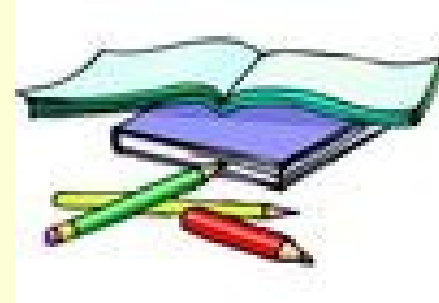
Exploring research in LISc. In India

Research in LISc. in India can be undertaken as -

- **Minor Research Project**
- **Major Research Project**
- **Ph.D. Level Research**
- **Post – Doctoral Research**
- **Individual / Team Research for the Institution.**

The same can be done under broad group of subjects such as -


- Traditional, Historical or Theoretical Subjects
- Semi-technical subjects
- Technology/IT based subjects
- Form based subjects
- Integrated areas of study.





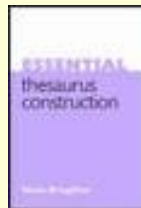
Traditional / Historical / Theoretical Subjects

Much work needs to be done at root level of LISc., taking into consideration the local needs. For example comprehensive study on reports of different committees/commissions, their findings, analysis, recommendations, circumstances under which they were made, their interpretation etc. needs to be done immediately.

- State-of-affairs of Library Legislation, in the country needs to be studied in detail.**
 - Research on Ph.D. research in the country with detailed analysis and interpretation is needed.**
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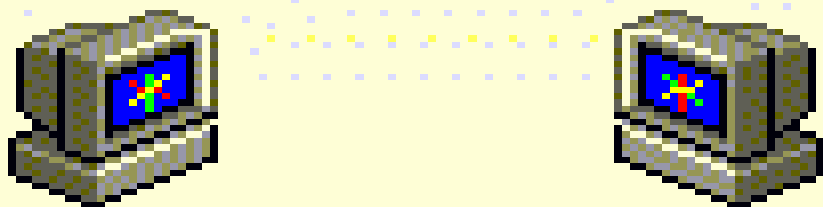
Research in Semi-technical Subjects

Topics like Classification, Cataloguing, Citation Analysis, Subject based Thesaurus Construction, Reference and Information Service, Library Management and Planning should be re-invented in the changed circumstances for Ontologies, Metadata, Ergonomics and so on.



Technology/IT based topics...

Large number of topics can be explored for further research such as - Webometrics, Content Management, Digital Data Management, Data Mining, Data Warehousing, Expert Systems in Library and Information Science. These are the upcoming areas for the future of Library Profession.





Form based topics...

Clear understanding is needed for identifying the difference between ephemeral material, archival material, non-book and non-print material, audio-visual material, institutional repositories etc. Lot of potential research avenues exist in finding out innovative techniques for organizing different forms of records, standards, patents, maps, engineering drawings, non-confidential consultancy reports and so on. Creating their database, giving key words, formulating a classification scheme, preparing a model for clearing house...

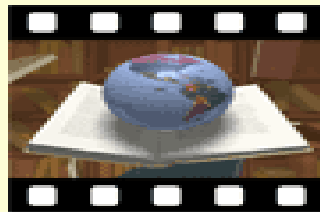
are some of the challenging areas of research.



Integrated Research based areas Library and Information Science...

Research can be explored in Work Flow Management, Work Study Analysis, Time-Event Network Analysis Techniques, Security Systems in Libraries, Capacity Determining Factors, Intelligent Web Searching, Review of Library Portals and their evaluation. evaluation. These studies can be undertaken with other disciplines.


Whichever topic is undertaken for research, *global scenario* along with local needs must be taken into consideration.





Developing Professional Competencies

Library Science schools can impart practice based education on following lines ----

- Training of library activities by following methods like PERT/CPM, flow charts,
 - Extending traditional skills of classification, cataloguing, indexing to Ontology, metadata, search techniques, Organising non-print material,
 - Preparing library budget, its presentation, report writing,
 - Skills for writing on line publications, preparing home page for library, disseminating information in the networked environment
- 



Role of Library Science Schools

- The instructional design programme and curriculum development done by Library Science schools should be directed towards modular curriculum with concrete objectives. Following are some of the suggestions for developing competencies among the prospective professionals-

---contd.-----





Role contd.---


- The learning landscapes be gradually shifted from traditional learning to partial e-learning by introducing an element of e-portfolio to the learning objects.
- Methods may be developed and taught for collecting and organising web based documents, a/v clips, graphics, non book material on different subjects.
- Project based learning be made more learner centric to encourage access to open archives.
- Non-library topics be also occasionally included to improve general knowledge

----contd.-----






Role Contd...

- Students may be encouraged to develop “Intelligence Learning Technology” through self teaching guides or “ Do it Yourself” series.
 - In service training programme could be made as a part of the syllabus.
 - Objectively made continuous internal assessment could be a blended mix of seminars, tests, book reviews, poster presentations, essay writing---- combined with report writing of study tours, library visits.
- 



Conclusion

In conclusion it can be stated the field of Library and Information Science has undergone through significant transitions, which in fact is a most welcome change. However, great expectations are in store to establish its durability and survival in future. In order to withstand the challenges, the professionals have to set global standards in quality of work. The education in Library and Information Science needs to address the present and immediate future requirements of the profession on a fast track. The task involves progressive but definite changes in overall capacity building efforts with right type of a mind set which is a combined responsibility of all the stake holders in the field.





Thank You

COMPTON A

COMPTON B

