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**STATUS OF LIBRARY AND INFORMATION SCIENCE
EDUCATION IN COLLEGES AFFILIATED TO
UNIVERSITY OF LUCKNOW, LUCKNOW: A STUDY**

Dissertation

SUBMITTED FOR AWARD OF THE DEGREE OF

**Master of Philosophy
In
Library and Information Science**

**UNDER THE SUPERVISION OF
PROF. SHILPI VERMA**

**SUBMITTED BY
AMBIKA BHADAURIA**



**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
(SCHOOL FOR INFORMATION SCIENCE AND
TECHNOLOGY)**

**BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
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DECLARATION

I hereby declare that the dissertation entitled "STATUS OF LIBRARY AND INFORMATION SCIENCE EDUCATION IN COLLEGES AFFILIATED TO UNIVERSITY OF LUCKNOW, LUCKNOW: A STUDY" submitted by me for the award of the degree of Master of Philosophy in Library and Information Science to the Department of Library and Information Science, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh is research carried out by me under the supervision of Prof. Shilpi Verma, Professor in Department of Library and Information Science, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh. To the best of my knowledge any part or whole of the dissertation has not been submitted elsewhere for the award of any other degree or any qualification of any university or examining body. I also declare that the dissertation is essentially free from all kinds of plagiarism.

Date: 12-07-2019

Place: LUCKNOW


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CERTIFICATE

This is to certify that the dissertation title "STATUS OF LIBRARY AND INFORMATION SCIENCE EDUCATION IN COLLEGES AFFILIATED TO UNIVERSITY OF LUCKNOW, LUCKNOW: A STUDY" submitted by Ambika Bhadauria is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The dissertation submitted to Babasaheb Bhimrao Ambedkar University Lucknow satisfies the entire requirement as stipulated in the Master of Philosophy (M.Phil) regulation, 2016 and it is fit for submission and evaluation for the award of the degree of Master of Philosophy of the University.

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PREFACE

Imparting of formal LIS education in India is a century old development. It began to cater the need emerged from managing libraries with professionally qualified hands. At present LIS education in India covers a wide spectrum of courses ranging from low level certificate and diploma in library science to bachelor and master degree in library and information science and to high level MPhil and PhD programmes. In India, at present LIS education is provided on regular basis in more than 100 universities and in some national and regional training institutes. Apart from these a few national open universities as well as some state universities also offer various LIS courses through distance mode of learning to meet the demand of growing job market in the field.

Chapter 1: Introduction

Forms the introduction of LIS education and present the status of LIS education. It further mentions the need of the study, statement of the problem, scope of the study operational definitions of the basic terms used in the study and the research design.

Chapter 2: Review of literature

Covers the review of earlier studies conducted on the LIS education problems.

Chapter 3: Profile of colleges

A brief description about the private colleges and detailed profile of the concerned colleges affiliated to Lucknow University is described

Chapter 4: Data Analysis and interpretation

It Deals with the analysis and interpretation of the responses receives from the population under the study area.

Chapter 5: Findings, conclusion and suggestions

Give overall summary of the study in the form of findings and suggestions. Area of further reseach has also been suggested.

CHAPTER-1

INTRODUCTION

The word library has been coined from the Latin word “LIBRARIA”, whose meaning is the house of books in other words the place where the books are kept. Libraries can define as any collection of books organised for use. It is an integral part of any educational institution. It aids in preserving, organising and making knowledge available to mass effectively. A library is considered as a sender of intellectual life in any educational institution. It offers a glimpse of past literature while making resources for reference readily available.

There is no definite definition of the library which could depict clearly, but the goals of the library have always been changed with the span of time. Before invention of papers, printing and machines, libraries were meant for preservation rather than use and they are open to few selected groups of the society. But now their goals have been changed and now libraries are open to every one of the society. Nowadays goals of libraries can be defined as a collection of books which is organised and arranged in such a way that is suitable for physical plan by the staff to facilitate easy use by readers. . In progressively clear way, we can say that nowadays libraries are those institutions that collect, store, process, organise, disseminate and distribute information and knowledge recorded in documents to the needy users.

1.1.WHAT IS LIBRARY EDUCATION

Library and Education are two interrelated concepts as well as they are making to complete each other. One cannot survive without other. The library history has a great deal of history. Libraries are closely related with the human civilisation. Some of the ancient states of civilization like Egypt, Mesopotamis, Summeria, Babylonia, Assyria, Greece, Rome, India,

China, etc.were also the centres of learning and libraries. Libraries play an essential role in all instrument of education-the informal, formal, semi-formal and non formal.

Library education means educating those students who are interested in library profession. It aims to gives the specialised knowledge, intensive training and continued practice to gain mastery over the skill needed for successful librarianship. It is a service oriented profession not a profit oriented.

1.2.DEFINITION OF LIBRARY EDUCATION

According to Carter V.Good “It is a social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development”.

1.3 HISTORY OF LIBRARY AND INFORMATION SCIENCE

1.3.1. SCHOOL BEFORE INDEPEDENCE

1.3.1.1. Baroda school

Melvil Dewey started the first library school in USA in 1887. Dewey’s student W A Borden started an instructional class in 1911 at the Central Library, in Baroda. In 1913, another training class for working librarians of town libraries was started. John Mackfarlane initiated the in service training for the working librarians. After few years, the training programme was also opened to the staff of other libraries as well as non librarians.

1.3.1.2 Punjab University

The foundation stone for a formal course of library education in India was laid by William Alonson Borden and Asa Don Dickinson, understudies of the extraordinary

custodian Melvil Dewey. Asa Don Dickenson started the world's second school of library science education at Punjab University in 1915. This is the first library science education school in India as well as in Asia. The Punjab University also started the three-month apprentice training programme for the working librarians.

1.3.1.3. Andhra Desa

The common man of the Andhra Desa took the lead in the establishment of the libraries that's why the Library movement of the Andhra called 'Peoples Movement'. With the existence of innumerable libraries there is need arose to people having some background knowledge of library management. Keeping into the mind Andhra Desh library Association started the training classes for the library personnel in the state at Vijayawada.

1.3.1.4. Mysore State

In 1920 the then Dewan of Mysore state M. Visweswarayya initiated the 'programme of library development' under this a course for librarian was started at Bangalore.

1.3.1.4. Madras Library Association (MALA)

In 1929 MALA started the regular certificate course in library Science. In 1931 MALA's training course was look after by the University of Madras and course offered on the regular basis.

1.3.1.5. Andhra University

In 1935 a certificate course started by Andhra University but shortly it was abandoned. Again in 1970 B.Lib.Sc Course was started by the University.

1.3.1.6. Imperial Library, Calcutta

In 1935 Imperial Library of Calcutta started a training class. It was a full time regular diploma course in Librarianship. It was continued till 1946.

1.3.1.7. Bengal Library Association

The Bengal Library Association under the administration of Kumara Munindra Deb Rai Mahasai organized a Library Training Camp at Banasberia in 1935.

Postgraduate Diploma Courses

1.3.1.8. University of Madras

In 1936 S R Ranganathan the Librarian of University of Madras proposed to the University of Madras to present a postgraduate diploma course in librarianship. This was not acknowledged then on the ground that the subject isn't a control of adequate bore for which the college can give a degree. Be that as it may, unflinching Ranganathan could prevail with regards to persuading the experts in the following year i.e, in 1937 and the college presented a one year postgraduate diploma course instead of the certificate course of three months length.

1.3.1.8. Banaras Hindu University (BHU) and Bombay University

BHU was the second University which start the post graduate diploma course in 1942. After one year in 1943 Bombay University initiated the same course.

1.3.2. Schools after Independence

1.3.2.1. Delhi University

Delhi University invited S R Ranganathan to establish a department of Library science. Finally the Department of Library Science established in 1947 where S R Ranganathan served as a Honorary Professor during 1947-1955.

Delhi University initiated the Master of Library Science which was two year course. Later first year changed into BLISc.

1.3.2.2. Government of India's In- service training course

In 1953 Union government started the In-service training for the Librarians to meet the shortage of qualified staff. This training is equivalent to diploma course.

1.3.2.3. Institute of Library science

An Institute of Library Science was built up at the University of Delhi with a concede structure the association Ministry of Education. Its fundamental targets were to prepare open curators and to get ready showing helps and materials. This Institute was initiated in 1959. Tragically this Institute was shut down in 1964 and the staff was got converged with the college Departement of Library Science.

1.3.2.4. Diploma to Degree

In 1960, Madras University converted the full time one year diploma course to degree course. By mid-1960's numerous different univerisities had fallen in accordance with University of Madras.

1.3.2.5. First B.Lib.Sc. Course

Onward 1951, Aligarh Muslim University started the certificate course but from the year 1957, it started the first B Lib Sc course fortunately it becomes the first time in the country.

1.3.2.6. Documentation Research and Training Centre (DRTC)

In 1962 Dr. Ranganathan began Documentation Research and Training Centre at Bangalore under the support of India Statistical Institute, Calcutta.

1.3.3. The current position

In present scenario LIS has turned out to be perceived as an independent discipline like numerous others. "It is evaluated that today in India roughly 182 LIS departments associated to colleges and universities are putting forth LIS education in regular and distance mode" (LIS Edu Gateway <http://liseducation.in/lisdep.php>). Among these divisions are the DRTC, Bangalore, and, Indian National Scientific Documentation Center recently known as NISCAIR, New Delhi. The departments offer the M.Sc. in Information Science and an Associateship in LIS individually. UGC Model Curriculum records the six dimensions of LIS courses that are accessible in India:

- Certificate in Library Science,
- Diploma in Library Science,
- BLISc
- Post-Graduate Diplomas in IT,
- Archives and Documentation and Library Automation,
- MLISc

- Associateship in Information Science (Equivalent to MLISc), and
- M Phil and Phd (UGC, 2001).

1.4. OBJECTIVES

- To determine availability of ICT infrastructure in the department/ institutions and the knowledge of ICT among teaching staff.
- To find the faculty strength and their status to handle the courses
- To find out whether the colleges have adequate student faculty ratio.
- To determine the job satisfaction level of the faculty and the student satisfaction level with the faculty and the course.
- To know the course structure of B.LIB courses of the institution
- To find out the problems faced by department in running the course smoothly and also suggest the improvement measures based on the inference drawn from the study.

1.5. SCOPE OF THE STUDY

For this study only those colleges of Lucknow are taken into considerations which are affiliated to University of Lucknow. In this study Faculty and students both population are covered from the colleges affiliated to University of Lucknow. The present study has been carried out taking the census from the following colleges.

1. Dr. Asha Smriti Mahavidyalaya, Lucknow.
2. Gyanodya Mahavidyalaya, Lucknow
3. Isabella Thoburn Degree College, Lucknow.

Here it is also important to mention that Rajat Degree College, Kamta panchvati, chihut does not provided data because not a single student taken the admission into the course during this year. Therefore while analyzing the, only three colleges have been taken into consideration.

1.6. HYPOTHESES

H1 Majority of colleges are having lack of ICT Infrastructure.

H2 Most of the colleges do not have adequate student staff ratio.

H3 Most of the colleges have satisfactory course structure.

H4 Most of the colleges have learned faculties.

1.7. METHODOLOGY AND WORKPLAN

Survey method has been used to collect data owing to its inherent advantage with poll as the principle instrument of information gathering. Survey was directed to all the staff of the colleges. In addition a separate questionnaire was devised for student of the BLIS of the colleges. The reseacher made personal visit to the colleges to distribute the questionnaire and to observe the prevailing conditions under which the above mentioned libraries carried out its role and responsibilities. This study also includes Interview method for data collection by the staff and students.

1.7.1. DATA COLLECTION TOOL FOR THE STUDY

Reseach tool is a basic requirement which determines the validity of research. The data is collected with the help of structured questionnaire, through the organization's website, personal visits to organisations and informal interviews with the faculties and students.

1.7.2. COLLECTION OF DATA

For this study the data is collected with the help of structured questionnaires, by interviews of students and faculties. The questionnaire was filled by students and faculties from the selected colleges of the study. The questions were framed according to the objective of the study.

1.8. SIGNIFICANCE OF THE STUDY

There are many library schools that are failed to provide required knowledge and skills to their students. Therefore graduates have the less potential to fight in the information market. It also increases the unemployment among the graduates. It diminishes the image of library and information science profession in the information market. In the development of LIS education faculty and LIS schools play a vital role.

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CHAPTER 2

REVIEW OF LITERATURE

This chapter presents the pertinent reviews of the different authors on the Library and Information Science Education. The study focused on the present status of the library and Information science education in the different colleges of the Lucknow which are affiliated to the University of Lucknow. Today many LIS schools were established, it may be private or government but they are having lack of faculty, Infrastructure and appointed faculty with lack of knowledge. According to UGC norms they didn't have minimum qualification. These LIS schools are making future librarians for our society and this is the pathetic view of our society. The accreditation agency set up for minimum standards for the library and information science education such as staff, collection of library, basic facilities. But these ever growing schools did not fulfill these criteria. University Grant Commission, India had appointed UGC review committee in 1961 under the chairmanship of Dr. S.R.Ranganathan and this committee submitted their report in 1965. This committee recommended certain standards and norms for LIS education. According to this committee one reader and two lecturers are required for BLIS course.

The status of Library and Information science education has been variously studied by the different authors universally. But no research has been conducted on the region of Lucknow. The reviews of related literature have been done here. A survey of related literature available in India as well as in the abroad are presented here.

UGC (1961), India named a board "UGC survey advisory group on library on Indian colleges" under the chairmanship of Dr. S.R.Ranganathan and this board of trustees distributed their report in 1965. So far colleges embraced the plan of papers which are suggested by UGC audit council however on the other side they didn't follow the other

recommendation regarding the staff requirement, physical facilities required and maintenance of department libraries didn't followed by them faithfully.

Dutta & Das (2001) discussed that there is a need of the accreditation agency which could guard the reasonable standard and quality of output in terms of staff requirement, physical facilities and Maintenance of the department.

Allard (2002) discuss about the relationship of LIS education with digital libraries in his article. The aim of the author is to fulfill the need of the Information seekers and extension of the services of the libraries to fulfill the need. It reveals the vision for the Digital Libraries in LIS education in which Author discuss the 5s framework. These 5s represent the society, scenerio/services, space, structure and stands.

Singh, (2003) in his article states that The LIS profession has low acknowledgment and has not been respected at standard with other understood callings. Most understudies don't decide on librarianship as a first calling of concentrate National bodies, for example, ILA, IATLIS and IASLIC should give genuine reasoning to locate the auspicious answers for the issues winning today. There need to be a national accreditation body to apply exhaustive parameters already permitting accreditation to a library schools. This will set up quality control in LIS schools.

Yantz & Mc cook (2003) in his article discuss about the service learning for the advancement of the Library and Information Science Education. It increases the learning of students, expand collaboration, decreased isolation and common goods could be promoted. Field work offers opportunity for integrating service learning into the curriculum.

Karisiddappa, (2004) in his article states that the instruction and preparing programs in Library and Information Science must make an arrangement to set up the experts to expect the genius dynamic job in adapting to new innovation and the data blast. In short the planned course substance should gather in creating information, aptitudes and apparatuses relating to the four fundamental distinguished regions creation, accumulation, correspondence and combination. It is trusted that this methodology will would serve as a guideline to the future curriculum designing activities in the developing countries.

Mahapatra (2006) discuss about the skill which are required in the digital culture. It also deals with the challenges and issues related to LIS education. The study reveals that most of the departments do not have IT oriented faculties and also do not have minimum IT Infrastructure. It suggests developing the skills and competencies among the faculties to cope up with the latest technology.

Sarkhel (2006) analyzed the problems and status of LIS education in Indian University. He focuses on the internal quality assurance and accreditation by an external agency. It has been focused that, there should be some standard and norms should be set up by an agency and thereafter Implication become necessary.

Abdullahi & Kaur, (2007) in their article states that there is have to do a study of LIS schools of the nations in this area on the patternof Southeast Asian nations to get some answers concerning sees on territorial accreditation.

Ameen (2007) in his paper assessed the basic issues of Library and Information Studies education in Pakistan and also gives the possible measures of these issues. It suggests that the need of formal, external and internal assessment is required for quality Assurance.

Asundi & Karrisddappa (2007) analyse the concise profile and commitment of Indian LIS education since its origin. The study reveals that the Indian LIS education's profile shows the Landmark achievement since its inception. Further it found Europe and North America played a noteworthy role in Internationalization of LIS education.

Jain, Kaur, and Babbar, (2007) in his article states that library and data science understudies in India have to be competing with other professionals to outlive with the data commerce, they have to be prepared with a educational programmes, which can make them work as competent data professional. There could be a solid require for proceeding proficient intruction and preparing. The ground truth of the display LIS instruction system in India illustrate that the quality improvement is fundamaental and unavoidable, for survival as well as for standing up to the noteworthy changes and troubles of nowadays and tommorrow. Library schools in India need to look forward and take full favorable position of the open doors lying in front of us. The utilization of data innovation for preparing LIS understudies and experts has turned out to be significant for addressing the difficulties of twenty first century.

Varalakshmi (2007) in his article discus about the issues and challenges related to the demand of the information society. With the advent of Internet, there is a need of multiskilled candidates who cope up with the information society. The author suggested that it can be better if we achieve the quality education, structure and governance should be decentralized

and self financing, and grown up with the technology. Author also suggests that there is a need of the national consensus on the critical issues.

Jaeger, Subramaniam, Jones & Bertot (2011) assessed the need of diversity in the field of LIS education. It reveals the Implication of the diversity in respect of recruiting and scholarship and identifying the models to explore the diversity education in the field. It focuses on the need of diversity in the LIS education.

Jin & Bouthillier (2012) analysed the intelligenc analysis in respect of Library and Information science education. It answeres Whether the Intelligence analyses can be incorporated into the LIS education. It analysed the 58 ALA accredited LIS schools. The result reveals that about 47% LIS schools have incorporated the Intelligence education into their course offering.

Pradhan (2014) in his aritcle states about the current state of LIS education. It wants to focus the attention of higher education on the needed facuties and Infrastructure essentially. The result reveals that there should be lack of faculties, lack of separate building, lack of permanent staff, practical component in the syllabus is not sufficient, variation between contents and methodology to impart the education. The author suggested that there should be National Accrediation coucil for LIS education to maintain the quality and standard in the education.

Adkins, Virden, Yier (2015) in his article discuss about the role of library and information science education and LIS Associations in the diversity. Here diversity is considered in terms of race and ethnicity. The result revealed that about 150 respondent's thinks that LIS

programme include diversity or diversity coverage on the other hand some 228 thinks that it is not focused on diversity. The author suggested that it is the professional duty to accepting and appreciating the difference.

Garg (2015) endeavors in his paper to follow the historical backdrop of LIS training in India and its consequent improvement alongside rising pattern in the field. It focuses on the need of ICT skill among the students, faculties and Librarians.

Kaur, (2015) in his article states that It is presently time that another Model Curriculum for LIS be intended to fill the hole between requirements of the clients and the aptitudes of library experts so as to satisfy client needs viably and effectively. The changing data situation is putting a lot of weight on bookkeepers since they should give careful consideration to the necessities of current clients and guarantee quality administrations to stay significant. This will be conceivable with the new age of LIS instructors and experts, taking LIS control higher than ever. LIS workforce in India ought to engage itself and there ought to be cooperation at territorial and universal dimensions

Muthu, MA & Singh (2015) in his paper analyzed the every aspect of LIS education it may be ICT skill, curriculum updation, development of competencies , expectation of user, strategies for promotion, training of modules, present situation of LIS education etc. It gives Suggestion also in his conclusion like service training facilities for faculties, emphasis given on practical skill, screening of students, curriculum must be updated with the emerging trends.

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CHAPTER 3

PROFILE OF THE COLLEGES

3. UNIVERSITY OF LUCKNOW

The idea of starting a University at Lucknow was first mooted by Raja Sir Mohammad Ali Mohammad Khan, Khan Bahadur, K.C.I.E. of Mahmudabad, who contributed an article to the columns of "The Pioneer" urging the foundation of a University at Lucknow. A little later Sir Harcourt Butler, K.C.S.I., K.C.I.E, was appointed Lieutenant-Governor of the United Provinces, and his well-known interest in all matters under his jurisdiction, specially in matters educational, gave fresh life and vigour to the proposal. The first step to bring the University into being was taken when a General Committee of educationists and persons interested in university education appointed for the purpose, met in conference at Government House, Lucknow, on November, 10, 1919. At this meeting Sir Harcourt Butler, who was in the chair, outlined the proposed scheme for the new university.

A discussion followed, and it was resolved that Lucknow University should be a Unitary, Teaching, and Residential University of the kind recommended by the Calcutta University Mission, 1919, and should consist of Faculties of Arts, including Oriental Studies, Science, Medicine, Law, etc. A number of other resolutions was also passed and six sub-committees were formed, five of them to consider questions connected with the University and one to consider the arrangements for providing Intermediate Education. These sub-committees met during the months of November and December, 1919, and January, 1920; and the reports of their meetings were laid before a second Conference of the General Committee at Lucknow on January 26, 1920; their proceedings were considered and discussed, and the reports of five of the sub-committees were, subject to certain amendments,

confirmed. The question of incorporation of the Medical College in the University, however, was for the time being left open for expression of opinion. At the close of the Conference donations of one lakh each from the Raja of Mahmudabad and Jahangirabad were announced.

The resolutions of the first Conference together with the recommendations of the sub-committees as confirmed at the second Conference were laid before a meeting of the Allahabad University on March 12, 1920, and it was decided to appoint a sub-committee to consider them and report to the Senate.

The report of the sub-committee was considered at an extraordinary meeting of the Senate on August 7, 1920, at which the Chancellor presided, and the scheme was generally approved. In the meantime the difficulty of incorporating the Medical College in the University had been removed. During the month of April 1920, Mr. C.F. de la Fosse, the then Director of Public Instruction, United Provinces, drew up a Draft Bill for the establishment of the Lucknow University which was introduced in the Legislative Council on August 12, 1920. It was then referred to a Select Committee which suggested a number of amendments, the most important being the liberalising of the constitution of the various University bodies and the inclusion of a Faculty of Commerce; this Bill, in an amended form, was passed by the Council on October 8, 1920. The Lucknow University Act, No. V of 1920 received the assent of the Lieutenant-Governor on November 1 and of the Governor-General on November 25, 1920.

The Court of the University was constituted in March, 1921, and the first meeting of the Court was held on March 21, 1921, at which the Chancellor presided. The other University authorities such as the Executive Council, the Academic Council, and Faculties came into existence in August and September, 1921. Other Committees and Boards, both statutory and otherwise, were constituted in course of time. On July 17, 1921, the University

undertook teaching -- both formal and informal. Teaching in the Faculties of Arts, Science, Commerce, and Law was being done in the Canning College and teaching in the Faculty of Medicine in the King George's Medical College and Hospital. The Canning College was handed over to the University on July 1, 1922, although previous to this date the buildings, equipment, staff, etc., belonging to the Canning College had been ungrudgingly placed at the disposal of the University for the purposes of teaching and residence. The King George's Medical College and the King George's Hospital were transferred by the Government to the University on the March 1, 1921.

3.1 Isabella Thoburn Degree College, Lucknow

Isabella Thoburn Degree College is the first Christian college for women in South Asia. Its founder, Ms. Isabella Thoburn, was the first American women Methodist missionary to sail to India in 1864, after the women's foreign Missionary society (WFMS), of the Methodist Episcopal Church was found in Boston to champion the cause of women in India.

The origin of the college was in a school for girls opened by Ms. Isabella thoburn on 18th April 1870 in one room in the city centre Bazar of Aminabad. There were then just six Girls. By 1871, the school has expanded and moved to occupy a house named Lal Bagh, the house of the treasurer of the last Nawab of Awadh. On 12 July 1886, Miss Thoburn's school was renamed as the Lucknow women's college and began to teach fine Arts classes under the supervision of the University of Calcutta. In 1894, this connection was abandoned in favour of a new one with Allahabad University.

After Miss Thoburn's death in a attack of cholera in 1901, the college still at Lal Bagh, was given its name present name in her honour. In 1923, during the principalship of Ms.Florence Nichols, the college became a separate Institution and moved to the chand Bagh estate of almost 32 acres, where it has remained until the present day. Chand Bagh means

“Moon Garden”. The property was once a royal garden. The college’s principal, Sarah Chakko (1905-1954) was the first women president of the World Council of Churches.

The college is now affiliated to Lucknow University. The buildings it has developed on the Chand Bagh campus since the 1920’s include student hostel, lecture room, Laboratories, a Library, a college Chapel and a Large hall. The college teaches five undergraduate courses, leading to the degree of Bachelor of Arts (B.A), Bachelor of Commerce (B.Com), Bachelor of Science (B.Sc), Bachelor of Education (B.Ed) and Bachelor of Library and Information Science (B.LISc). It also offers nine postgraduate courses leading to the degree of Master of Arts (M.A.) and Master of Science (M.Sc)

3.2 Dr. Asha Smriti Mahavidyalaya, Lucknow

An Institute for teacher’s education promotes human values, enlightened and devoted persons interested in the cause of education has established Dr. Asha Smriti Mahavidyalaya, Deva Road, Lucknow in a vast area of 1.397 Hectares of Land. The location is full of natural beauty. The Institution named after the renowned gynaecologist Dr. Asha Awasthi, who devoted her entire life to the welfare of her patients and society in general. Her husband Dr. S.N. Awasthi, a medical doctor and philanthropist and Dr. H.P. Pandey, an educationist, founded the Institution to carry forward her dream of creating a better society.

The glorious and eminent university of Lucknow has been gracious to accord affiliation/association to this college. This college will prove to be an unforgettable and enriching experience to the student.

The College building is situated on Deva Road on a piece of land measuring 1.397 Hectares. The land is registered in the name of Dr. Asha Smriti Mahavidyalaya. The building has sufficient infrastructural facilities, including principal office, college office, Library room,

Lecture room, Tutorials rooms, Laboratories, Girl's common Room, canteen, toilets, playground etc.

3.3 Gyanodaya Mahavidyalaya,Lucknow

Gyanodaya MahaVidyalaya founded in 2005. The college has well equipped laboratories, library, latest computer facilities, Hygienic filtered water, clean toilets, Audio - Visual teaching aids, Activity rooms and thematic studies enliven the student's interest .Regular Parent teacher interactive session are conducted. And all poor students of All Communities awarded with Scholarships.

The college offers a full day programs with a mix of academi,supporting and co curricular activities ,Personality development traits like initiative, responsibility ,creative abilities and communication & Leadership skills are included in students through this programs Gyanodaya MahaVidyalaya makes earnest efforts in providing the best possible facilities which makes in the chosen destination for your students. Lastly for ensuring the best education .we feels proud of having qualified and experienced professionals.

Gyanodaya Mahavidyalaya is situated at Madaon, Lucknow near Sitapur Road, Recognised by Lucknow University established on 22nd September 2005. Courses being conducted are BBA, BCA, BLISc, B.Com and BA Programme. The institute provides positive and developing environment for students to further their natural talents.

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CHAPTER-4

ANALYSIS AND INTERPRETATION OF DATA

To realize the objective of the study, data was collected from librarians and the users of the libraries of Gyanodaya Degree College, Dr. Asha Smriti Mahavidyalaya and Isabella Thouburn Degree College. Librarian's questionnaire was prepared to find the information regarding present status of these established Libraries in terms of faculty, Physical and ICT Infrastructure facilities, revision of curriculum etc. User's questionnaire was designed to know the the usage opinionona and problem faced by the users during this course.

Section -1

Table 4.1.1

Colleges wise Distributed Questinnaire among Faculties

S.No.	Colleges	Distribution of Questionnaire	Questionnaire Received	Response Rate
1	Gyanodaya Degree college	2	2	100%
2	Dr. Asha Smriti Mahavidyalaya	2	2	100%
3	Isabella Thouburn Degree college	2	1	50%

The above table shows that the Number of Questinnaire Distributed among the Faculty of Library Science of the colleges and their response received back.

Table 4.1.2**Number of Male and Female Staff in the Colleges**

S.No.	Colleges	Female Staff	Male Staff	Total
1	Gyanodaya Degree college	0	2	2
2	Dr. Asha Smriti Mahavidyalaya	2	0	2
3	Isabella Thouburn Degree college	1	0	1

The Table 4.1.2 shows the Number of male and female staff in the colleges.

Table 4.1.3**Qualification of the staff in the Colleges**

S.No.	Qualification	GDC		Dr. ASM		IT college
		Faculty 1	Faculty 2	Faculty 1	Faculty 2	Faculty 1
1	B.A/B.COM/B.Sc	✓	✓	✓	✓	✓
2	M.A/M.COM/M.Sc	✓	✓		✓	✓
3	BLISc	✓	✓	✓	✓	✓
4	MLISc	✓	✓	✓	✓	✓
5	M.Phil	✗	✗	✗	✗	✗
6	Ph.D	✗	✗	✗	✗	✓
7	PGDCA/DCA/PGDIT/PGDLAN	✗	✗	✓	✗	✗
8	NET/SLET/SET	✗	✗	✓	✗	✓

Table 4.1.3 shows the Qualification of the staff in the Colleges. As mention in the table, GDC are having both faculties' only MLISc qualifcation Whereas Dr. ASM college staff having the same qualification as GDC except only one faculty who is MLISc, PGDCA and NET qualification. In the third college that is IT Degree college faculties are having full qualification as per the norm.

Table 4.1.4

Work experience of the staff

S.No.	Colleges	LIS Work Experience	
1	Gyanodaya Degree college	Faculty 1	2 Years
		Faculty 2	5 Years
2	Dr. Asha Smriti Mahavidyalaya	Faculty 1	6 Years
		Faculty 2	3 Years
3	Isabella Thouburn Degree College	Faculty	21 Years

Table no. 4.1.4 shows the work eperience of the staff in the colleges.

Table 4.1.5

Satisfaction Level of the staff

S.No.	Colleges		Strongly Satisfied	Satisfied	Neutral	Not Satisfied	Strongly Not Satisfied
1	GDC	Faculty 1	✘	Yes	✘	✘	✘
		Faculty 2	✘	Yes	✘	✘	✘
2	Dr.ASM	Faculty 1	✘	Yes	✘	✘	✘
		Faculty 2	✘	Yes	✘	✘	✘
3	IT College	Faculty 1	✘	Yes	✘	✘	✘

Table no. 4.1.5 shows the satisfaction level among the staff. Table reveals that all the faculties in the Colleges which are associated with the study are satisfied with their Job.

Table 4.1.6

Facilities within the department

S.NO.	Facilities	GDC	Dr.ASM	IT College
1	Class Rooms	1	1	1
2	Seminar/Committee Halls	✕	✕	✕
3	Faculty Room	✕	✕	1
4	Office Room	✕	✕	✕
5	Laboratory Room	✕	✕	✕
6	Other	✕	✕	1
Total		1	1	3

Table 4.1.6 shows that GDC and Dr.ASM Colleges having single room and other rooms are not available in the department. Besides this IT Degree College are having 3 rooms that are classroom, Faculty room, and Laboratory room in the department.

Table 4.1.7**Availability of Computer Laboratory**

S.NO.	Colleges	Computer Laboratory	No. of computers
1	GDC	NO	-
2	Dr.ASM	NO	-
3	IT College	NO	-

Table 4.1.7 shows the Availability of computer Laboratory. As shown in the table no college is having the computer laboratory in the department.

Table 4.1.8**Teaching aids available in the department**

S.no.	Equipment/Accessories	Colleges		
		GDC	Dr.ASM	IT College
1	Overhead Projector	x	x	x
2	Slide Projectors	x	x	x
3	LCD Projectors	x	x	x
4	White Boards	x	x	x
5	Black Boards	1	1	1
Total		1	1	1

Table 4.1.8 shows the availability of the teaching aid in the department. As mention in the table all the colleges are only having Black boards in the department.

Table 4.1.9

Departmental Library in the department

S.NO.	Colleges	Departmental library
1	GDC	NO
2	Dr.ASM	NO
3	IT College	NO

Table 4.1.8 shows that there is no availablity of the departmental Library in the colleges.

Table 4.1.10

Reference tool used in the department

S.no.	Tools	GDC		Dr.ASM		IT College	
		Edition	Number	Edition	Number	Edition	Number
1	CC	6 th	2	6th	2	6 th	3
2	DDC	21 st	1	23th	1	23th	7
3	UDC	✕	✕	✕	✕	✕	✕
4	Sears List of Subject	✕	✕	✕	✕	20 th	1

Table 4.1.10 represents the Reference tool used in the department and their Number in the department. As above table shows that there are 2 CC and 1 DDC is available in the department of both GDC and Dr.ASM Colleges. In IT College there are 3 and 7 set of CC and DDC repectively available in the department

Table 4.1.11

Number of Teaching Faculty in the Department

S.No.	Designation	GDC	Dr.ASM	IT College
1	Professor(s)	×	×	×
2	Associate Professor	×	×	×
3	Assistant Professor	2	×	1
4	Visiting Professor(s)	×	×	×
5	Guest / part time lectures	×	2	×
6	Non teaching staff	×	×	1
Total		2	2	2

Above table shows that there are two faculties in GDC on the post of Assistant Professor and in Dr.ASM Colleges there are two faculties on the post of Guest faculty. Besides this in IT College one faculty on the post of Assistant Professor and another one is Guest faculty.

Table 4.1.12**Level of Courses conducted by the Colleges**

S.no.	Colleges	Courses	Year of starting	Duration	No. of students
1	GDC	BLISc	2015	1 Year	10
		MLISc	x	x	x
		M.PHIL	x	x	x
		Ph.D	x	x	x
2	Dr.ASM	BLISc	2012	1 Year	15
		MLISc	x	x	x
		M.PHIL	x	x	x
		Ph.D	x	x	x
3	IT College	BLISc	1962	1 Year	20
		MLISc	x	x	x
		M.PHIL	x	x	x
		Ph.D	x	x	x

Table 4.1.12 Shows that all the Colleges only run the BLISc course in their colleges and their duration of the course is one year. The number of students which are enrolled in the year 2018-2019 is 10 in GDC College, 15 in Dr.ASM College, 20 in IT Degree College

Table 4.1.13**Course Structure**

S.No.	Colleges	Session
1	GDC	Semester wise
2	Dr.ASM	Semester wise
3	IT College	Semester wise

Table 4.1.13 shows that the course taught at the department is Semester wise as per University of Lucknow schedule.

Table 4.1.14**Theory and Practical Paper of the BLISc**

S.No.	Theory paper	Practical Paper
1	Foundation of Library and Information Science	Knowledge Organization: Practice
2	Knowledge Organization and Information Retrieval	Knowledge Organization: Practice –II
3	Reference and Information Sources	Information Technology (Practice)
4	Information Tecnology	
5	Management of Library and Information Centres/Institutions	
6	Information Systems and Services	

Table 4.1.14 shows the theory and practical paper of the course. As it is mentioned in the Scope of the study all the colleges are affiliated to University of Lucknow, so the Syllabus in all colleges is same. In the syllabus there are 6 theory paper and 3 practical papers are included.

Table 4.1.15

Number of Lectures Conducted in the Department in a day

S.No.	Colleges	No. of Lectures	Practical periods
1	GDC	2	1
2	Dr.ASM	2	1
3	IT College	4	3

Above table shows the Number of lectures conducted in the department in a day. In GDC and Dr. ASM College there are two lectures conducted in a day in which one period is of practical period. In IT Degree College there 4 lectures are conducted in a day, in which 3 is of practical periods.

Table 4.1.16**Provision of Internship**

S.No.	Colleges	Internship
1	GDC	No
2	Dr.ASM	No
3	IT College	No

Table 4.1.16 shows that there is no provision of Internship in any colleges

Table 4.1.17**Method of teaching adopted at the department**

S.No.	Colleges	Teaching Method			
		Lecture	Discussion	Tutorials	Other
1	GDC	✓	✓	✓	×
2	Dr.ASM	✓	✓	✓	×
3	IT College	✓	✓	✓	×

Table shows the Method of teaching adopted in the departments of the Colleges. All the teaching methods like Lecuture, Discussion and Turtorials are adopted in the departments.

Table 4.1.18**Method of Evaluation**

S.No.	Colleges	Method of Evaluation apart from Examination			
		Class Test/Weekly Test	Seminar Presentation	Assignment	Any other
1	GDC	✓	×	✓	×
2	Dr.ASM	✓	×	✓	×
3	IT College	✓	✓	✓	×

Table 4.1.18 shows the Method of Evaluation used in the department apart from the Semester Examination. GDC and Dr. ASM College using the Class Test and Assignment for the Evaluation. IT Degree College using all methods like class test, seminar presentation and assignment for the Evaluation criteria.

Table 4.1.19**Evaluation Procedure**

S.No.	Colleges	Internal	External
1	GDC	✓	✓
2	Dr.ASM	✓	✓
3	IT College	✓	✓

Table 4.1.19 represent the evaluation procedure adopted in the course. Both internal and external evaluation is done as per University of Luknow evaluation procedure.

Part- 2

Table no 4.2.1

Distribution and responses of questionnaires

S.no.	Colleges	Total no distributed questionnaire	Received questionnaire	Response rate
1	GDC	10	10	(100%)
2	Dr.ASM	15	15	(100%)
3	IT College	20	20	(100%)

Table no 4.2.1 shows that 10 questionnaire is distributed in GDC college, 15 in Dr.ASM college, 20 in IT college and 100% responses received by them.

Table 4.2.2

Strength of students in different colleges

S.no.	Colleges	Gender		total
		Male	Female	
1	GDC	3	8	10
2	Dr.ASM	4	11	15
3	IT College	NA	20	20

Table 4.2.2 shows that there are total 10 students in GDC College, 15 in Dr.ASM College and 20 in IT college.

Table 4.2.3

Satisfaction level of students regarding lectures and practical classes

S.no.	Colleges	YES	NO
1	GDC	7 (70%)	3 (30%)
2	Dr.ASM	10 (66.6%)	5 (33.33%)
3	IT College	19 (95%)	1 (5%)

The above table 4.2.3 shows satisfaction level of students regarding lectures and practical classes as in the 90% students in IT colleges are satisfied with lectures and practical classes followed by GDC (70%) and Dr.ASM College (66%).

Table 4.2.4**Effective medium of Instruction among students**

S.no.	Colleges	English	Hindi	Both
1	GDC	2	6	2
2	Dr.ASM	2	10	3
3	IT College	4	8	8

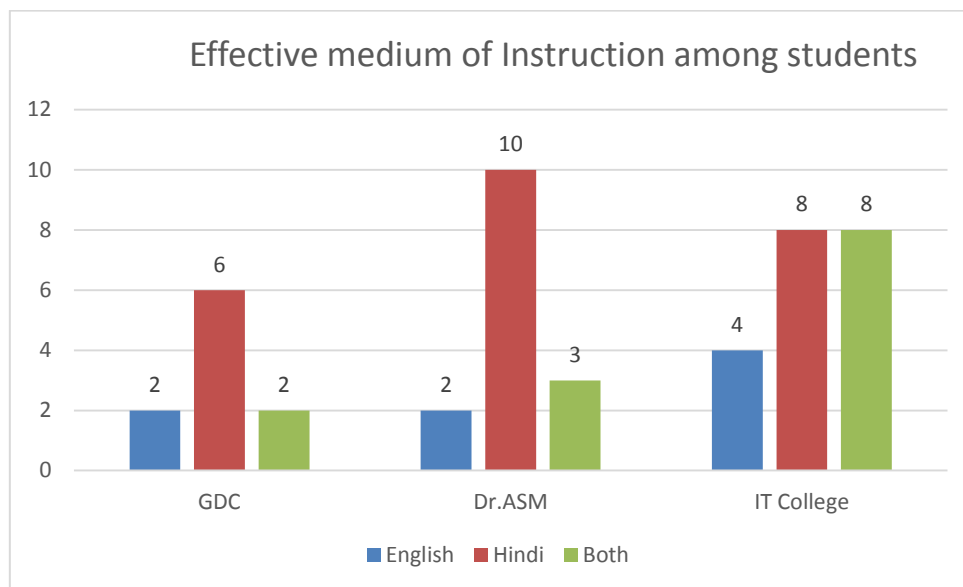
**Figure 4.2.1 Effective medium of Instruction among students**

Table 4.2.4 and figure 4.2.2 show effective medium of instruction among students. The maximum no of students are in favour of Hindi and both languages (Hindi + English).

Table 4.2.5
Satisfaction with Library Collection

S.No.	Colleges	Yes	No
1	GDC	4 (40%)	6 (60%)
2	Dr.ASM	3 (20%)	12 (80%)
3	IT College	17 (85%)	3 (15%)

The above table 4.2.5 shows satisfaction level of students with library collection as in 85% of students in IT college is satisfied followed by GDC, and Dr.ASM.

Table 4.2.6
Student's satisfaction level regarding facilities and services

S.No.	Facilities	GDC		Dr.ASM		IT College	
		Yes	No	Yes	No	Yes	No
1	Space	1 (10%)	9 (90%)	2 (13.3%)	13 (86.6%)	12 (60%)	8 (40%)
2	Faculty Members	4 (40%)	6 (60%)	2 (13.3%)	13 (86.6%)	19 (95%)	1 (5%)
3	Library Collection	2 (20%)	8 (80%)	1 (6.66%)	14 (93.3%)	15 (75%)	5 (25%)
4	Library Services	2 (80%)	8 (80%)	4 (26.6%)	11 (73.3%)	15 (75%)	5 (25%)
5	Modern Teaching Aid	3 (30%)	7 (70%)	3 (20%)	12 (80%)	15 (75%)	5 (25%)
6	Computer/ IT Lab	0	10 (100%)	0	15 (100%)	00	20 (100%)

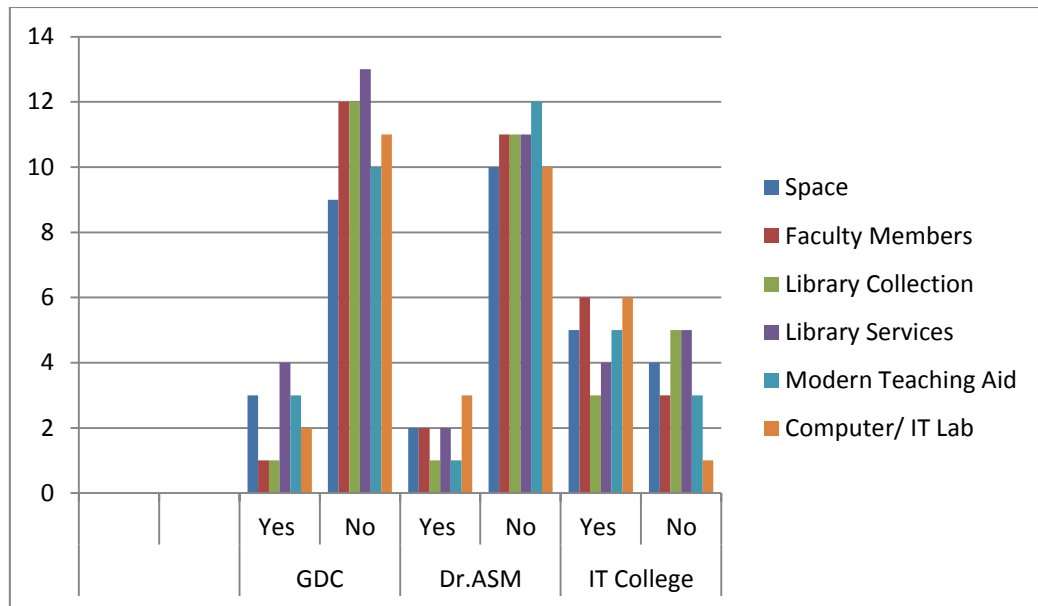


Fig 4.2.2 students satisfaction level regarding facilities and services

Above table and figure shows the students satisfaction level regarding the facilities in the colleges. Maximum percentage of students in IT degree College is satisfied with the facilities whereas this percentage is lowest in the Gyanodaya degree college and Dr.ASM college.

CHAPTER 5

FINDING, CONCLUSION AND SUGGESTIONS

5.1 FINDINGS

The detailed findings of the study area Gyanodaya Degree College, Dr. Asha Smriti Mahavidyalay, Isabella Thoborn Degree College are given below.

- The Analysis of data clearly indicates that majority of the faculties in the colleges having lack of qualification as per the norm of UGC.
- As found that no colleges are having the basic physical facilities in the department.
- The Findings reveals that no colleges are having the availability of computer Laboratory in the department.
- The finding of the data reveals that no colleges are having the required teaching aids in the department.
- It is found that no colleges are having the departmental Library in the department.
- The finding of the data Majority of Colleges having the lack of reference tools in the department.
- It reveals that the majority of the colleges conducted the less number of Lectures in the department in a day.
- The findings reveals that no colleges are having the provision of Internship.

5.5 TESTING OF HYPOTHESES

H1 Majority of colleges are having lack of ICT Infrastructure.

From the Table no. 4.1.7 and 4.1.8 all the colleges having lack of ICT infrastructure in the department, so this hypothesis is proved and accepted.

H2 Most of the colleges do not have adequate student staff ratio.

From the Table no. 4.1.11 most of the colleges have adequate student staff ratio in the department, so this hypothesis is rejected.

H3 Most of the colleges have satisfactory course structure.

From the Table no.4.1.14 all the colleges having the satisfactory course structure in LIS education, so this hypothesis is proved and accepted.

H4 Most of the colleges have learned faculty members.

From the Table no. 4.1.3 most of the institution having lack of learned faculty members, so this hypothesis is rejected

The Backdrops

Research study is a systematic ways to solve the research problem. The previous

Chapter (Chapter IV) has been critically studied:

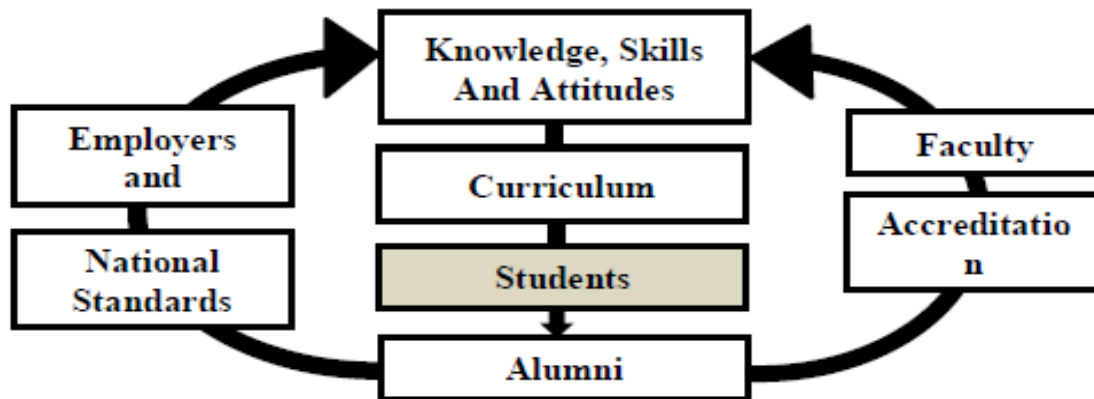
- The development of library & information science education;
- Study the pattern of library & information science education;
- The level of courses and course structure conducted at the colleges department;
- The infrastructure facilities available;
- The present studies also critically examine the available manpower for conducting the program including faculties.

Libraries will improve the scenario of LIS education in India. The observation of the present study has calls for improving the

1. The course structure of LIS schools;
2. Initiative in filling up teaching posts of LIS departments;
3. Infrastructures & facilities should improve with the provision for future expansion;
4. Student exchange program should be encouraged to meet the need of the demand of the market;
5. Coordination among LIS schools in the line of i-school;
6. Establishing of National Council for Accreditation of Library Schools (NACALIS);
7. 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.
8. If there is coordination among the LIS Schools the scenario of the LIS education will drastically improve;

The Proposed Model

A Strategic and Systems Approach to the Educational Performance Model



System is based on alignment between goals (ends) and the resource necessary to get there (means). The most central goals for formal education at any level is a “quality” education for its students. Dr. Joe Harless (1998), a forefather and eminent scholar and practitioner of the system approach, would urge that “quality” be further defined in terms of tangible performance referred to as accomplishments. These identified student accomplishments represent one of the essential end goals of education and are the starting part from which to build a curriculum. Understanding what performance is required as students graduate and move into practicing and applying skills of library and information science in the field is difficult and requires a strategic and system approach.

This approach involves eight interconnected variables, articulated as Educational Performance Model (EPM), which represent one continuous loop of analysis, teaching, assessment, and curricular development and revision based on constituency feedback. Lack of systematic planning was one of the principle accreditation issues for the LIS Departments. In response, the department created a strategic plan that embraced the need for maintaining constant communication with its constituencies and governing standards so that the expected

Knowledge, skills, and attitudes required by the field are designed and represented in its curriculum.

Models of Library Education

The propriety of maintaining a library education presence within a college setting, the question is in what form library education presence should take how it should be structured, and how it should relate to other parts of the colleges. A new model of library education must evolve, through which the problems of isolation and small size may be solved. For this new model, I consider an **Organizational Model** of how a library school might be constituted; aspects of the model have to be implemented and such alternative deserve recognition and public discussion and analysis.

Organizational Model

Stressing the importance of a library school's increasing its size this would make it more visible and hence more difficult to deal with in an arbitrary manner; that is the LIS School would become a less convenient target. But greater size makes possible the establishment of positions for faculty with strong disciplinary backgrounds and interests in library educational problems, which a smaller school, having to provide a complete program of professional instruction with a limited faculty, would have trouble justifying. This will permit the faculty to form research teams made of colleagues with complementary areas of expertise and shearing an interest in a single problem; this is a model implemented effectively in a number of areas of scholarship and is easily understood by university administrators. Model of library school increase its size is to merge the library school with other, complementary, units into one larger unit with broader scope. Some of the examples where LIS School merge with other include Rutgers's merging of library education with communication to form a larger, mutually reinforcing department. Other possibilities include moving closer to the computer sciences, as has been done at Syracuse, or to the concerns of business administration by

expanding offerings in management-information systems or other aspects of management (Bookstein, 1986). There are numbers of things library schools can do to increase their viability and large scale reorganization.

CONCLUSION

It is concluded that Library and Information Science students in India have to compete with other professionals to survive in the information business; they have to be equipped with a curriculum, which can make them function as competent information professionals. In the networked environment there is a strong need for continuing professional education and training. Library professional requires training and retraining to use IT- based resources and services.

The ground reality of the present LIS education system in India indicates that the quality improvement is essential and unavoidable, not only for its survival but also for facing the majority changes and challenges of today and tomorrow. Library schools in India need to look forward and take full advantage of the opportunities lying ahead of us. The use of information technology for training LIS students and professionals has become crucial for meeting the challenges to twenty first century. It has been predicted that a country that leads information revolution will prove to be more powerful than any other country. The significance of the role of library schools to train manpower for coming decades can contribute to the progress of the nation.

SUGGESTIONS

- India has a national policy on education to promote education throughout the country but the Government of India has not implemented any policy to support LIS education. As suggested by National Knowledge Commission there is a need to have properly prepared programme for the optimum utilization of available academic and technological resources to ensure quality assurance within LIS education. So there is a need of LIS policy for the quality assurance in LIS education.
- There is a necessity to have an accreditation body to evaluate the LIS department and closing and merging of some of them.
- LIS students should have training in libraries which would have IT environment for gaining the practical experience.
- To identify a few LIS departments to equip them with IT Infrastructure and modern teaching aids to train the LIS Teachers of government colleges as well as private colleges to make them expert in the given field.
- LIS schools and departments should provide IT Laboratories which are fully equipped with the latest hardware and software including Internet connectivity, networking and library management softwares.
- Stopping the establishment of new departments without Infrastructure, manpower and accreditation.
- UGC Guidelines for the minimum qualification should be strictly followed by the university who gives the affiliation to the colleges and also regular monitoring of the colleges done by the university.
- There should be a control mechanism for unplanned proliferation of LIS schools. No LIS school, formal, non-formal mode is allowed to start their course without adequate facilities.

- University Grants Commission (UGC) should help in providing guidelines regularly for developing LIS schools in India.
- There should be an independent status for each and every LIS department in India.
- LIS syllabus has to be revised regularly to incorporating new areas of knowledge and eliminating irrelevant and obsolete areas.
- Library departments should have adequate teaching aids, which will help in creating
- There should be qualitative and highly talented panel supervising success and failure in the area.
- There should have a sound accreditation body for Library and Information Science such as NAAC, BAR Council of India and (legal education), NCTE (Teacher education), and AICET (Technical education).

5.4 AREA OF FURTHER RESEARCH

A Library and information science education is the crucial and vast area in reseach in the field of Library and Information Science. Following can be the areas for the further research in the area of LIS education.

- Study the problems of the students of the LIS education.
- Study on the Library schools should make an objective approach to the problem of restructuring of LIS.

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APPENDIX

QUESTIONNAIRE FOR FACUTIES

Dear valued Respondent,

The questinnaire is designed to collect information for a M.Phil thesis entitled “Status of library and information science education in colleges affiliated to university of Lucknow: A study”. I humbly request your cooperation in completing the questionnaire. The information supplied by you will be used only for reseach work and will be kept confidential.

Thanking you for the coopertion.

Ambika bhadauria

DLIS

BBAU, Lucknow

Lucknow

[E.mail-abhadauria28@gmail.com](mailto:abhadauria28@gmail.com)

Section A: General

I. Personal details:

1. Name: _____

2. E-mail address: _____

3. Mobile no. : _____

4. Sex: M [] F []

5. Age:

21-30 [] 31-40 []

41- 50 [] 51-60 []

6. Designation: _____

7. Name of the college: _____

8. Name of the department: _____

9. Year of inception : _____

10. Qualification:

S.No.	Qualification	Year of passing
1.	BA/B.com/B.Sc	
2.	MA/M.com/M.sc	
3.	BLISc	
4.	MLISc	
5.	M.Phil	
6.	Ph.D	
7.	PGDCA/ DCA/ PGDIT/ PGDLAN	
8.	NET/SLET/SET	
9.	Any other	

11. LIS work Experience[In years]: _____

12. How much you are satisfied from your job

Strongly satisfied [] satisfied []

Neutral [] Not satisfied []

Strongly not satisfied []

Section B: Physical facilities

13. Facilities within the department.

Premises	No. of Rooms
Class Rooms(s)	
Seminar/committee Halls	
Faculty Room	
Office room	
Laboratory room	
Other	

14. Is the department is having any computer laboratories Yes [] No []

15. Total number of computer available at the department.

16. Please indicate the teaching aids available in the department for supplementing the teaching activities.

Equipment/Accessories	Yes	Number	No
Overhead projectors			
Slide projectors			
LCD projectors			
White boards			
Other			

17. Is the department is having its own library Yes [] NO []

18. Please specify the reference tool used in the department.

S.No.	Tools	Edition	Numbers
1.	CC		
2.	DDC		
3.	UDC		
4.	OTHER		

Section-C: Teaching faculty

19. Please indicate the number of teaching/faculty staff.

Designation	Sanction strength	Existing strength	Vacant post
Professor(s)			
Lecture(s)			
Visiting professor (s)			
Guest/part time lectures			
Other			

20. Please indicate the number of the non teaching/supporting staff.

Designation/Position`	Numbers

Section D: Levels of courses

21. What are the levels of courses conducted by the school?

Courses	Year of starting	Intake capacity/seats	No. of students
B LISc			
M LISc			
M.Phil			
Ph.d			
Other			

Section E: curriculum

22. Is the course taught at the department is semester wise or year wise

23. Paper taught at the department of various course.

Course	Main paper	Optional paper	Practical paper
MLISc			
BLISc			

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Note: please attach a copy of syllabus

24. How many lectures conduct in the departement for the different courses in a day and also mention the practical periods in a day?

S.no.	Course	No. of lectures	Practical periods
1	BLISc		
2	MLISc		

25. Is Internship is part of the curriculum? Yes [] No []

26. If yes, for how many months. _____

Section F teaching methods

27. Teaching method adopted at the department.

- I. Lecture []
- II. Discussion []
- III. Tutorials []
- IV. Others _____

28. Method's adopted for evualuation of students apart from examination, please tick

- I. Class test/weekly test []
- II. Seminar presentation []

III. Assignement []

IV. Any other, please specified _____

29. Please give in detail about the evaluation procedure

I. Internal _____

II. Exteranal _____

30. Do you have any suggestion regarding their LIS course?

Thanks

Place.....

Signature of the librarian/Incharge

Date...../...../2019

Thanks for the precious time

QUESTIONNAIRE FOR USERS

1. Name of Institution _____

2. Name of student _____

3. Gender Male [] Female []

4. Education level.

 BLISc [] MLISc []

 M.Phil. [] PhD. []

5. How many lectures do you often attend in a day.

 One [] Two []

 Three [] Four []

 Five [] Six []

6. Are you satisfied with about number of Lectures and practical classes.

 Yes [] No []

7. Which medium of instruction do you feel comfortable and more effective?

 a) English []

 b) Hindi []

 c) Both []

 d) Any other, (please specify) _____

8. Are you satisfied with the present collection of your library?

 Yes [] No []

If No, please specify the reason.

9. Are you satisfied with the facilities and services available in the department?

10. Do you have any suggestion please mention below?
