

A Study On Library And Information Science In Karnataka**Savitribai**

RESEARCH SCHOLAR, SRI SATYA SAI UNIVERSITY.

Dr. Arun Modak

RESEARCH SUPERVISOR, SRI SATYA SAI UNIVERSITY.

ABSTRACT

Information and Communication Technology (ICT) is growing with tremendous speed in all most all the fields of our life, like education, training, telecommunication, computer networks, Internet, etc. ICT does not automatically add quality to teaching and learning. Learning with the technology means focusing on how the technology can be the means to learning ends across the curriculum. Use, implements, effectiveness, and promote, are the broad intertwined issues which must be addressed when considering the overall impact of the use of ICT in education. The main purpose of ICT in education means implementing of ICT equipments and tools in teaching, learning process as a media and methodology. In this article authors focus on the impact of ICT on Library and Information Science (LIS) education based on the ICT tools and services used for LIS courses in the departments of LIS in Karnataka state universities. In Karnataka state there are eight general universities conducting the LIS higher education courses. The major courses like, BLIS / BLISc, MLISc / MLIS, M.Phil, Ph.D, and other Research and Development (R&D) programmes. Further the paper highlights the syllabi, teaching methods, infrastructure available, overall ICT tools and services used in the LIS education in the university system in Karnataka state.

KEYWORDS: Information Communication Technology, Library and Information Science, Higher Education, Learning, Teaching, Research and Development, ICT Tools and Services

INTRODUCTION

Education for library profession is a revolutionary process. Due to the ongoing developments in information technology sector, the information professionals trained in the latest information handling techniques would also become obsolete after a short time. The Inter University Board of India resolved that graduates of any stream would be eligible for admission to the librarianship courses conducted by the Indian Universities. In Karnataka some universities offering the course called Bachelor of Library & Information Science

(BLISc), Master of Library and Information Science (MLISc), Master of Philosophy (MPhil) and Ph.D. The primary focuses on professional knowledge and Skills (technology, management and communication) to provide better and qualified expose in the field of LIS professionals in Karnataka state. The LIS professionals main aims is to improve library professionals to information professionals, traditional library to digital library, library cooperation to resource sharing networks/consortia, collection development to content development, conventional education to web based education, information society to knowledge society and establishment of knowledge commission etc. The Impact of ICT and Information Management Skills like Library Automation, Networking, Design and Development of Information System, Networking, Internet, Digitization, Content Development are the main area of the LIS professionals in new trends. The competencies of Information Professionals are Managing and Organizing Information Resources and Services, Applying Information Tools and Technologies for use or access the ICT based information tools and services. The Internet, an international network of networks, can open up new avenues of cooperation between educators and librarians as well as enhance the role of librarians as educators. As the Internet strengthens the links between libraries and education, several issues will need to be addressed. These include changing roles in the classroom, library, and workplace; unequal access to the Internet; privatization of the Internet; professional school curricula; and tools and user interfaces.

REVIEW OF LITERATURE

Bhatnagar (2015) in her study listed different resources for web-based library services like OPAC, Gateways, Portals, Subject Portals, Electronic journals, Online databases, Search engines and Subject directories. She further listed new web-based library services in her study like virtual library tours, Ask-A-Librarian, Real-time services, Bulletin Boards, web-based user education and web-forms. She further stated that as the Internet will become more common throughout the world, web-based library services will become more widespread and sophisticated. Libraries have to continuously address the issues related to the web design and various implementation issues. As the libraries are actively shifting their library services but the main purpose of libraries remains the same, to serve and inform users to find, evaluate, and use information effectively.

Madhusudhan and Nagabhushanam (2017) studied about how users are using various web-based services in different sections of university libraries in India and examined the ways of offering web access to library collections by University libraries and the user support for that

access and the problems faced by users to access such web-based library services. The findings of their study revealed that many of the surveyed university libraries have not fully exploited the web forms, and are lagging behind to use the library websites effectively while as their study found that a few libraries offer innovative web-based library services in different sections. Bao (2005) conducted a study of 143 institutions of higher education to know the percentage of Academic libraries providing web-based interactive reference services through their home pages and how such services are being provided through the home pages. The researcher found that 46.9% Academic libraries were providing web-based interactive reference services and the most popular words used to describe the reference link were „Ask a Librarian□ and „Ask a reference question□. The study found that 71.6% libraries provided these services through a reference request form, and 18 (26.9%) through an e-Mail link only. One library was found to have a reference discussion forum (posting questions and answers asynchronously) and a reference chat room (posting questions and answers synchronously).

Zarei and Abazari (2016) studied web-based services offered by Asian national libraries and found that National Library of Singapore had the first rank in providing its services via a web site for users and was the only national library in Asia that provides more than half of its services (52.29%) via the web site. Many of its services, such as services to publishers and bibliographic services, are offered completely via its web site. Only services to the handicapped and blinds, and education and training are not provided via its web site. The study found that other national libraries in countries like Japan, Malaysia, China, Iran, Israel, Sri Lanka, and Kyrgyzstan also provided webbased services in range of 25-50%, respectively in descending order. Rest of the national libraries provided Online services under 25%. Data showed that these national libraries provide in-house information to their users rather than service provision for end-users via the web. The study showed that libraries were offering various types of webbased services like services to publishers, services to libraries and librarians, services to end-users, bibliographic services, Accessibility of services and web-based education and research services.

WEB-BASED LIBRARY AND SERVICES

Academic library offers various web-based library and information services to their scholarly users. Online reference service, full-text online databases, Web-OPAC, eJournals, e-Books and virtual reference services are much popular among the users in Academic libraries. Web-based library and information services help to have a good communication between the

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librarians and users through online reference service / Ask-a-librarian / Chat or Frequently Ask Questions (FAQ). Academic libraries always encourage posting comments and suggestions of the academic community through emails or suggestion box to improve the quality of the library and information services. Also, Academic libraries frequently up-date their information on services such as house-keeping operations, events calendar, staff information, library rules and regulations etc. through the library website. For this study, web-based library services means, any library service which is offered through the Internet as a platform. The services range from Online Public Access catalogues, electronic databases, document delivery services, digital and virtual libraries to Instant Messaging services.

Teacher –Student Ratio:

Teacher student ratio varies among the surveyed LIS Schools to a great extent. Number of students admitted for different courses in Library and Information Science need to be decided keeping in view the infrastructure and faculty strengths of the department. Studies need to be carried out to interact with stakeholders to identify and determine the employment market so that what is produced is consumed.

Teaching Methodology/Pedagogy:

LIS departments in the country are using multiple teaching methodologies comprising of both conventional and non-conventional methods to ensure active participation of students in the learning process and making teaching –learning process attractive and interesting. Teaching methodologies applied include

- i) Lectures, organizing seminars, Group Discussions.
- ii) Medium of instruction in majority of LIS departments is through English language. However, a few departments along with English are also imparting instructions through other languages e,g Panjabi and Hindi language.
- iii) Conventional “chalk and talk” method adopted for teaching is augmented with other non-conventional methodologies like Power Point Presentations including slideshow, Wikis, Learning Management System etc. in almost all the surveyed departments.
- iv) Students of LIS department, University of Kashmir also attend virtual classes in EMMRC (Educational Multimedia Research Centre) being organized by different agencies in the

country e.g. Consortium for Educational Communication (An Inter University Centre of University Grants Commission on Electronic Media).

v) IGNOU is adopting a separate teaching methodology that is composed of Radio counseling, Study material, Counseling by teachers at study centers, lectures by eminent teachers through Gaynawani, and other mass-media channels like Doordarshan etc. for empowering students with knowledge.

Computer Laboratory:

Computer laboratories established by almost all the LIS departments in India should be upgraded with latest electronic devices and gadgets so that students are able to acquire knowledge and skills in handling the ICT component of libraries confidently. In order to produce competent professionals, LIS departments should have a balance between theoretical and practical aspects of the ICT component. This is because mere theoretical exposition cannot produce competent professionals. Practical training for computerized routines like house-keeping operations, provision for information services, internet access, online and CD-ROM searching, networking etc should be given due attention for developing ICT related competencies among the students. Terminals available in computer laboratories should be made available in sufficient numbers, so that students get full exposure to the ICT facet. The laboratories should be supported with standard library software packages both open source and commercial source software's.

IMPACT OF ICT ON LIS EDUCATION

Library and Information Science has developed its own professional techniques and methods. It has shown its affinity towards the application of other fields to improve professional performance. In the early 1960s, Library Science invited the theoretical and philosophical approaches of other disciplines and implanted them in its core. It was Ranganathan who infused scientific method in the field and that marked the first change, from Librarianship to Library Science. He is also responsible for introducing the concept of documentation as slanted to library science, with emphasis on pinpointed service to specialist readers. The use of information technology is one of the primary importance in education. Its use in education has two basic reasons. First that the students will become familiar with information technology and this would be helpful for their future. The second advantage is that the teaching standards will improve and will be effective. The library professionals to handle the

ICT based whatever services provide to the users they should know the following important skills;

- Need for ICT knowledge
- Need for ICT skill
- Need for ICT tools and services
- Need for continuous learning in the context of rapidly changing ICT

Library schools must integrate ICT into their curricula and short courses to produce graduates who can cope with the changing work environment. The ICT based library is generating increasing interest among organizations worldwide that are seeking to reduce the cost of using IT technology and improve the quality of services delivered. In this way all the professional of fields they are using ICT tools and services. Current LIS education in India range from certificate, degree, postgraduate qualifications are popular and conducted by more than one kind of institution. LIS education programmes in India ranging from Bachelors level to Ph.D. level in Karnataka university LIS departments.

NEW APPLICATIONS

The profession which began with an objective of preserving the recorded knowledge of human civilization adopted a philosophical motto that the knowledge (Books) is for use, and then provided global access to that information. During the course of this threefold transformation, it has adopted the contemporary societal, economic, technological and educational changes in its application. These efforts have enabled it to acquire the capabilities of adopting them in the courses of teaching due to their imminent application in practice. The computers were successful in processing and retrieving of information, but restricted their work to "Inhouse". The major change was brought in by the application of Communications and Storage Technology. The impact of Information Technology and its varied changes in application cannot be expressed in these few pages but can be envisaged by the services available today through the Internet. The impact of Inetnet on Library and Information services and the concept of a digital or virtual library should be reckoned as the nascent fields of study in recent years.

EDUCATION IMPROVING COMMUNICATION

The information systems used in universities are affordable and easy to be used by the faculty as well as by the students for e-mail communication, publication, web hosting, and online access. With this system any changes in the schedule or events that are made are recorded in the system and the faculty and students can easily access this information. These days all the universities have their own websites and this has also resulted in improved communication. Any alterations posted on the website can be accessed by both faculty and students. Out of 45 LIS teaching professionals only 10 professional have their own websites on the Internet.

CHALLENGES TO LIS EDUCATION

LIS faculties have many different kinds of training and skills, but their training may not be appropriate for the current needs of society. Many LIS professionals who have completed an LIS program do not consider this discipline an advanced and crucial field, but regard LIS professional as a simple duty. Instructors who lack expertise and the lack of interaction between the computer colleges and communicative sciences have also delayed the reformation of LIS programs. Accepting students to LIS programs without an interview or other rigorous screening is another challenging issue. LIS programs have not responded to the expectations of the profession or of the university community. It is necessary reform the organization, curriculum, training material and equipment, and instructor preparation.

METHODOLOGY

This study is based on primary data gathered through a short questionnaire, interviews and observations. A prestructured questionnaire was prepared with open ended questions for LIS professionals to collect data on different variables concerning the articles. Furthermore, the authors have gone through a lot of national and international articles and books on the related topics that have been used as secondary source.

OBJECTIVES

The main objectives of the study are set as follows

- To provide an overview about the LIS education system in Karnataka state;
- To evaluate the present education facilities in different universities in Karnataka state;

- To find out the infrastructure facilities to provide good LIS education system in Karnataka state;
- To assess the LIS staff, their experience, qualification, publication and career development opportunities for the LIS professionals in Karnataka;
- To put forward some suggestions regarding what measures should be implemented to solve the existing problems.

ANALYSIS OF DATA

The data gathered through questionnaire from 8 university LIS departments professionals of Karnataka state and has been tabulated, analysed and discussed.

LIS Education in Karnataka

The levels of LIS education in Karnataka state universities offering the following categories:

- Bachelor of Library and Information Science (B.L.I.Sc.)
- Master of and Information Science (M.L.I.Sc.)
- Master of Philosophy (M.Phil.)
- Doctor of Philosophy (Ph.D.)

The Table 1 show that the courses offered by the universities in Karnataka state.

Sl. No.	Name of the University	Location	Establi sh. Year	Type of Courses
1	 Bangalore University	Bangalore	1974	MLISc/MPhil/Ph.D
2	 Gulbarga University	Gulbarga	1980	MLISc/MPhil/Ph.D
3	 Karnatak University	Dharwad	1962	MLISc/MPhil/Ph.D

4	 Karnataka State Women's University	Bijapur	2007	MLISc/MPhil/Ph.D
5	 Kuvempu University	Shimoga	1993	MLISc/MPhil/Ph.D
6	 Mangalore University	Mangalore	1982	MLISc/MPhil/Ph.D
7	 University of Mysore	Mysore	1965	MLISc/MPhil/Ph.D
8	 Tumkur University	Tumkur	2005	MLISc/MPhil/Ph.D

Teaching Faculty

The quality education depends on the performance of faculty as their skills to impart knowledge to the learner are the basis for on campus education system. UGC has formulated a comprehensive faculty policy for university education, with an aim to reach out to the learning needs of students. Without experienced teaching faculty the department cannot get good result in all the areas, same way here also the below figure shows that out of eight universities in Karnataka 16 professors, 12 Associate professors and 10 Assistant professor total 38 teaching professional and some universities appointed guest faculties for avoiding additional teaching burdens. Out of these 39 teaching faculties only few professionals are expert in ICT and others are expert in their specialised areas.

Table 2: Faculty Information

Sl. No.	Name of the University	Professor	Associate Professor	Assistant Professor
1	Bangalore University	4	0	2
2	Gulbarga University	5	0	0
3	Karnatak University	2	1	2
4	Karnataka State Women's University	1	0	2
5	Kuvempu University	2	0	1
6	Mangalore University	3*	0	1
7	University of Mysore	4	1	0
8	Tumkur University	0	2	3
Total		21	4	11

In Karnataka state universities LIS education context, the scope of the subjects taught varies from university to university and the students who come out of these universities with degrees mostly fail to perform in a technical or a research library. The electronic environment

of the 21st century demands a range of skills from library LIS professionals, which include technical skills, IT skills and managerial skills. As a result, LIS professionals need organized training programs, which can be in the form of workshops, conferences, seminars, symposia; ICT based training and so forth.

Course Contents

In India as well as in other South Asian countries, main emphasis is laid on traditional aspects like Cataloguing and classification dominates the curriculum. In Karnataka almost all universities teaching ICT based LIS papers to the students. Information technology especially, computers applications have been included as a part of the educational syllabus. It is now helping students in shaping their future for careers in technology. The basic computer knowledge gives the students the basic requirements to compete with the expanding technological world. In Karnataka almost all eight universities are conducting four semesters of two years integrated MLISc courses having total 24 papers. Out of twenty four papers only Mangalore university conducting nine ICT papers and other three universities like Karnataka University, Karnataka State Women's University and Tumkur University they are conducting only four ICT papers in two years.

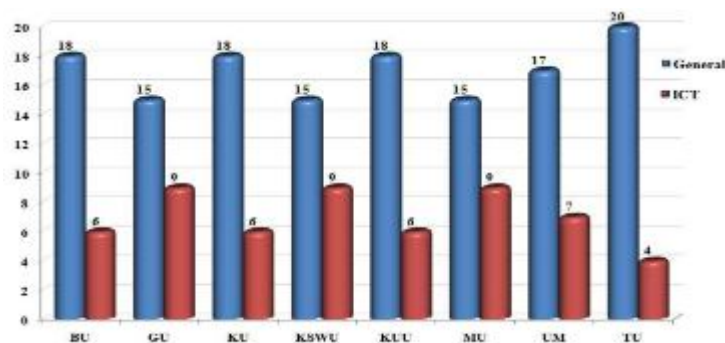


Figure 1: ICT and Other Papers in Syllabus

Teaching Tools

Instructions help students in better understanding of the subject, its structure, analysing current practices in information handling, active learning, and critical thinking skills. To deliver these critical information seeking skills effectively, teachers have to adopt the active learning methods. LIS departments are adopting, in addition to the traditional method, new methods of teaching like multimedia teaching techniques using Digital Light Projectors (DLP) Liquid Cristal Display (LCD), Over Head Projector (OHP) Smart Board, etc. to

achieve necessary impact on the learner's comprehension of the subject. All the eight university/departments have LCD projector. Seminars and group discussion are the other teaching methods in all universities. In Karnataka only few universities conducting educational tour and project works.

Table 3: Teaching Tools and Infrastructure

SI No	Infrastructure	BU	GU	KU	KSWU	KVU	MU	UM	TU
1	Multimedia Tools	0	1	5	0	0	0	3	0
2	DLP	0	0	0	0	0	2	0	0
3	LCD	1	2	2	2	3	0	2	0
4	OHP	3	2	3	2	1	2	5	2
5	Board	3	2	2	2	2	4	4	2
6	Computer Lab	1	1	1	1	1	1	1	1
7	Computers	16	22	30	30	15	20	55	10
8	Computer Table	16	22	15	30	10	21	25	10
9	Computer Chair	25	22	30	30	20	22	35	20
10	UPS	1	1	4	1	2	2	1	1
11	Operating System	Win/ Lin	Win/ Lin	Win/ Lin	Win/Li n	Win/L in	Win/ Lin	Win/ Lin	Win/ Lin
12	Lib. Auto. S/W	3	2	4	2	2	4	3	2
13	DL S/W	1	1	3	2	1	3	2	1
14	DBMS tools	1	1	1	1	1	1	1	1
15	RDBMS Tools	1	1	1	1	1	4	1	1

Table 4: ICT/Network/Other Teaching Tools

SI No	Infrastructure	BU	GU	KU	KSWU	KVU	MU	UM	TU
1	Networking	√	√	√	√	√	√	√	√
2	WiFi Networking	√	√	√	√	√	√	√	√
3	Internet	√	√	√	√	√	√	√	√
4	DDC Sets	√	√	√	√	√	√	√	√
5	UDC Sets	√	√	√	√	√	√	√	√
6	CC Sets	√	√	√	√	√	√	√	√
7	AACR2-R	√	√	√	√	√	√	√	√
8	LCSH	√	√	√	√	√	√	√	√

OTHER FACILITIES

ICTs are infused with value as the modern and efficient means to move in a global environment. LIS education has to embrace ICTs as part of course content that includes theoretical and practical aspects to develop automated, digital or hybrid information environment. The computer and Internet connectivity are essential for LIS students for better improvement to get trained in emerging digital environment, web-based information services and for self-learning.

Table 5: Teaching Tools and Infrastructure

Sl No.	Infrastructure	BU	GU	KU	KSWU	KUU	MU	UM	TU
1	Class Rooms	03	2	2	2	2	2	4	2
2	Students Chair	30	30	40	35	100	50	155	60
3	Student Table	30	30	40	35	100	50	80	30
4	Projects	√	√	√	X	√	X	√	X
5	Training	X	√	√	X	√	X	X	X
6	Seminars	√	√	√	X	√	X	√	X
7	Workshops	X	√	√	X	√	√	X	X
8	Conferences	√	√	√	X	√	X	√	X
9	Symposium	X	X	X	X	X	X	X	X
10	Extra Curriculum	√	√	√	√	√	√	√	√
11	Grants	√	√	√	√	√	√	√	√
12	Hostel	√	√	√	√	√	√	√	√
13	Library	√	√	√	√	√	√	√	√
14	UGC Infonet	√	√	√	√	√	√	√	√
15	Scholarship	√	√	√	√	√	√	√	√

CONCLUSIONS

LIS professionals are at present at the crossroads. Information professionals have started facing the challenges, which are accompanied with the new information resources. All most all eight general universities in Karnataka state offering the LIS education for the students. The University Grants Commission (UGC) of India merely serves an advisory role and providing some special grants like Special Assistance Programme SAF and non-SAP grants. Few universities got government special grants for improve its ICT and other required infrastructure, facilities and upgrade the existing infrastructure. ICT plays a vital role in bringing about changes in our society. As technology is getting more sophisticated and more affordable every day, the range of services that are provided also increases accordingly. In this age of ICT the role of the LIS departments has changed radically in developed countries. This paper deals with the development of LIS education system and implementing ICT tools in teaching and research fields in Karnataka state universities. This article gives a brief development of ICT impact on LIS education in Karnataka. It examined library education in all 8 universities in Karnataka and its present status. All Karnataka universities department of library and Information science detailed curriculum, goals, objectives, graduates profile, major skills, infrastructure and other functions were outlined along with its future plans. There is an urgent need for improvement in the IT infrastructure.

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