

# Professional progressive of LIS education through the distance mode in Kolkata: present scenario

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**Abstract**— This paper traces the emergence of library and information science (LIS) education in Kolkata through distance mode. Describe the current major different pattern of students are involved in distance's mode for professional progressive. It discusses the problem of these students in LIS professional to face the growing challenges of the job market for distance learners as well as regular learners. Nevertheless, current situation maximum students are learnt in distance mode and changing scenario of the society.

**Keywords**— LIS education, regular courses, regular job, career development.

## I. INTRODUCTION

Distance students characteristics are different from students in traditional universities. There are generally adult learners, mature, employed and family responsibilities. They have high motivation and are willing to take responsibility for their own education. Distance students are self-directed study on the independent basis. They learn in a variety of ways and take control over their learning. They often experience a feeling of isolations and remoteness from other students.

The demand for higher education and distance professional course has increased in Kolkata. Distance learning gives more opportunities to students to adopt in a profession expected to make many decisions regarding their career either by influences or self-interest which determined future plans. The result of the survey present Library and Information Science (LIS) students through distance mode motivation for choosing the library career as well as their self-interest and preferences for the job in various sub fields of library. The present study LIS profession comes the maximum students through distance mode. Survey report presents the many hindered faces for job opportunity but those students continue their education (LIS) distance mode. I have to find out that on the survey maximum, students live in the rural area

(permanent address village, but many students present live in Kolkata) they cannot continue their education because. They have some problem of educational qualification to admit for regular courses, financial problem, suffer unemployment, etc. deprive from better job opportunity. To get better opportunity many students get admission open LIS education, and they fulfill their wish. Even many students do not admit in regular courses because they have the regular job. Study in the regular course is most difficult for the job holders.

## II. LITERATURE REVIEW

Bellardo and Buckland, (1998), Library and Information Science (LIS) distance education is a lifelong endeavor... a representation of lifelong goals, planning or activity it included a commitment, generally beyond what was necessary for a given job or type of work sometimes, this commitment seemed to be part of the individual's self-identity. It emphasizes planning, goal setting and looking to the future it is perceived as something you choose to pursue, something you enjoy or can specialize in it is something you start planning what you want to do with your life.

Sinha (2014) identifies types of career development theories to include trait factor, life span, and social cognitive, Career choice is one of the most important decisions in the life of an individual. Distance learner is home based learner anyone anywhere anytime can admit. It has far-reaching implications on the individual's future in terms of lifestyle, status, income, security and job satisfaction. Although personal philosophy, achievement and self-image are important factors in this decision, the external environment is also very influential in characterizing career and shaping aspirations. Over the years, studies have been conducted to examine the socio-personal and psychological factors influencing the career choice, maturity, decisions, aspirations, preferences and orientations of university students.

Library and Information Science (LIS) course can be considered as the way the individual expresses himself and change to society through life. According to Uwazie (2013) sees it as a job, or profession for which one undergoes regulated distance education and training over a period of time but this system is same and which one intends to follow for the whole of one's life. Distance LIS education a chosen pursuit, life work and success in one's profession.

Arora (2013) Due to the rapid growth of students in the number of learning institutions all over India, the necessity and the importance of libraries is also growing. Librarianship is one such profession that emerged in the 19th /20th century when corpus of knowledge multiplied geometrically requiring rapid expansion in its nature of work and services of knowledge organization.

Library & Information Science (LIS) through regular as well as distance courses have lot of potential to develop the knowledge and skills required to sustain and survive in the present-day knowledge society. Globalization and liberalization have opened up multiple career options to the LIS professionals. The traditional roles of LIS have changed with the advances in Information and Communication Technologies. Hence, the LIS education should impart the learners, the necessary skills to gain employment upon graduation and to develop the vision and understanding to help them cope better with the rapidly changing world.

Shongwe and Ocholla (1997) believe that the Library and Information Science job market is no different, as it largely determines the type of skills, knowledge and abilities that the LIS student must possess and project after leaving LIS Higher Education Institutions.

Aside from libraries, other information-related job opportunities are increasingly growing. The public and private sectors increasingly recognize the need for proper information services, which in turn demands knowledgeable and skilled information service providers. This recognition was noted in the late eighties and early nineties by Buckland & Hahn (1996)

Now days, a number of career prospects are available in Library and Information Science. The qualified and trained professionals are employed in various libraries and information Centers. LIS professionals can select the type of library as per their own interest. Thus there is a very bright future prospect for LIS professional. And only the trained personnel in LIS can have employment opportunities in the various sectors.

### III. STATEMENT OF THE PROBLEM

Identify all the students are satisfy in library profession.  
Identify maximum students come from other background.

### IV. OBJECTIVES OF THE STUDY

To know the academic background of LIS students enrolled in the universities.

To know their sources and factors of motivation/inspiration for choosing library profession as a career.

To find out about their family background, education of their father, their father profession, income and so on.

To assess their professional inclination of University LIS students.

To know why and how they join the library profession.

### V. SCOPE OF THE STUDY

At present more than forty universities are offering Library Information Science(LIS) education to distance mode. But I have collected data two open universities students in Kolkata. The study based on 100 students of two open universities randomly selected.

1. Netaji Subhas Open University
2. Indira Gandhi National Open University

B.LISc and M.LISc students of the academic session (2016-17) enrolled in the above universities have been covered.

### VI. METHODOLOGY

A sample of students enrolled in the Open University (IGNOU & NSOU) of Library and Information Science department, Survey method is very useful to investigate conditions and problems in realistic settings and gather accurate and adequate information to make sound assessment. Therefore, the study based on survey method. For this purpose a structured questionnaire was designed in order to collect the data pertaining to this study. Data was collected personally from the students, I have visiting several times during the period of academic session 2016-2017.

### VII. ANALYSIS AND DISCUSSION

All the collect data of research has been presented by the demography.

### 7.1 Demographic analysis

Table.1. Sample of Distributed questionnaires

Universities	No. of Questionnaires Distributed	No. of Questionnaires Received	Response Rate (%)
IGNOU	80	65	81%
NSOU	50	35	70%
T O T A L	130	100	75.50%

I have distributed 130 questionnaires to the BLIS & MLIS students and having response rate 75.50% received back. IGNOU response rate 81 % and NSOU response rate 70 %.

#### 7.1.1. Gender

I have collected data and find out the gender ratio of the Library Information Science enrolled students through distance mode.

Table.2 Gender wise distribution

Gender	University		Total
	IGNOU	NSOU	
Male	29 (45%)	18 (51%)	47%
Female	36 (55%)	17 (49%)	53%
T O T A L	65	35	100

Universities wise analysis male and female students, higher number of female students admitted in open universities. Here female students representation of (53%) and comparatively low representation of (47%) male students.

#### 7.1.2. Age group

University students to age group has been presented in the given table

Table.3 Age Description

Age	University		Total
	IGNOU	NSOU	
21- 25	37 (57%)	18 (51%)	55%
26 – 30	25 (38%)	15 (43%)	40%
31 - 35	3 (5%)	2 (6%)	5%
T O T A L	65	35	100

The above table show of the maximum students (55%) joined this professional course between the age group of 21-25. Followed by (40%) students enter in the professional course at the age group of 26-30.

### 7.1.3. Religion

Table.4 Religion of students

Religion	University		Total
	IGNOU	NSOU	
Hindu	44 (68%)	20 (57%)	64%
Islam	18 (28%)	13 (37%)	31%
Christian	3 (4%)	2 (6)	5%
T O T A L	65	35	100

The above table indicates that majority of students (64%) belong to Hindu religion and 31% students Islam and slight proportion 5% students belong to Christian.

#### 7.1.4. Family Background

Table.5 Family Background – University wise

Family Background	University		Total
	IGNOU	NSOU	
Rural	35 (54%)	20 (57%)	55%
Urban	30 (46%)	15 (43%)	45%
T O T A L	65	35	100

From the above table it is observed that the students with rural background 55% are higher as compared to the urban background 45%. There are rural students comes from rural area and urban student's permanent address is Kolkata.

#### 7.1.5. Academic and occupational background of family

Table.6 Father's Education – University wise

Father's Education	University		Total
	IGNOU	NSOU	
Illiterate	2 (3%)	3 (9%)	5%
Madhyamik	5 (8%)	10 (28%)	15%
Higher Secondary	31 (47%)	11(31%)	42%
Graduation	11 (17%)	9 (25%)	20%
Post-Graduation	15 (23%)	2 (6%)	17%
Doctorate	1 (2%)	0	1%
T O T A L	65	35	100

University wise analysis also shows that highest rate of higher secondary father's of the students both university. Education level of majority of father of the students of both universities confined up to Graduation and post-Graduation level.

### 7.1.6. Father occupation

Table.7 Father Occupation- University wise

Father Occupation	University		Total
	IGNOU	NSOU	
Farmer / Labour	3 (5%)	8 (25%)	11%
Businessman	19 (29%)	15 (42%)	34%
Serviceman	33 (51%)	10 (31%)	43%
Self Employed	10 (15%)	2 (6%)	12%
T O T A L	65	35	100

University wise analysis indicate that slight difference in category of serviceman and businessman respectively. And slight differences between farmer and self-employed. Majority of the fathers of the students of IGNOU (51%) are belong to serviceman and NSOU (42%) their father are businessman.

### 7.1.7. Education & Qualification of students

Table.8 Qualification (Graduation) of students

Educational Qualification	University		Total
	IGNOU	NSOU	
BA	37 (56%)	22 (63%)	55
B. Sc	13 (20%)	6 (17%)	19
B.Com	9 (14%)	4 (11%)	13
B Tech	2 (3%)	1 (3%)	3
BCA/ BBA	3 (5%)	2 (6%)	5
LLB	1 (2%)	0	1
T O T A L	65	35	100

Table 8 demonstrates that majority of the students enter into the professional course with their graduation degree of B.A (55%), few students have the degree such as B.Sc.(19%) and B.Com B.Tech, BCA, LLB (22%).

### 7.1.8. Students those are working

Table.9 Employed and Unemployed students

Respondent	University		Total
	IGNOU	NSOU	
Employed	36 (55%)	19 (54%)	55%
Unemployed	29 (45%)	26 (74%)	45%
T O T A L	65	35	100

IGNOU and NSOU both University majority of the students (55%) they are working as library profession job and other job. Unemployed students is 45% they study fulltime.

### 7.1.9. Annual Income of father

Table.10 Annual Income of their Family – University wise

Annual Income	University		Total
	IGNOU	NSOU	
Below 50,000	2 (3%)	3 (9%)	5%
51,000 – 1,50,000	25 (38%)	17 (49%)	42%
1,51,000 – 2,50,000	18 (28%)	10 (28%)	28%
2,51,000 – 3,50,000	12 (18%)	4 (11%)	16%
More than 3,51,000	8 (12%)	1 (3%)	9%
T O T A L	65	35	100

The above table shows the annual income of the students according to which highest percentage of them (42%) fall in the income group of 51,000 to 1,50,000 Lac. Others 28% and 16% are in the income group of 1,51,000 – 2,50,000 and 2,51,000 – 3,50,000 Lac. Few families of the students have their annual income 3.50 lac and below 50.000.

### 7.1.10. Family status

Table.11 Family status – University wise

Family status	University		Total
	IGNOU	NSOU	
Upper middle class	8 (12%)	1 (3%)	9
Middle class	37 (57%)	18 (51%)	55

Lower middle class	15 (23%)	10 (28%)	25
Economically poor	5 (8%)	6 (17%)	11
TOTAL	65	35	100

From the above Table it is significant to note that majority of students (55%) are mainly from middle class families and representation of students who belong to lower middle class and upper middle class families are confined to 25% and 9 % respectively and number of economically poor (11%) is continue.

**7.1.11. Motivation**

Table.12 Source of motivation for the choice of library professional course

Source of Motivation	University		Total
	IGNOU	NSOU	
Parents	5 (8%)	3 (9%)	8%
Brother and Sister	6 (9%)	1 (3%)	7%
Friends	17 (26%)	11 (31%)	28%
Relatives	5 (8%)	2 (6%)	7%
Teachers	9 (14%)	5 (14%)	14%
Librarian	3 (5%)	2 (6%)	5%
Self	20 (30%)	11 (31%)	31%
TOTAL	65	35	100

Data presented in table reveals about 28% students join this professional course with the motivation of their friends, whereas 31% had themselves decided choose career in library professional course.7% students who motivated through their siblings and 8% guided by their parents and 7% motivated by the relatives to join the LIS professional course. The role of librarian as source of motivation was confined 5% of students. University wise analysis also highlights that highest number of students of IGNOU (30%) and NSOU (31%) joined the LIS professional course by their self-decision.

**7.1.12. Motivational factors of the students**

Table.13 Motivational factors for the choice Library professional course

Motivation factor	University		Total
	IGNOU	NSOU	
Come by chance	8 (12%)	3 (9%)	11%
Better work	10 (15%)	6 (17%)	16%

environment			
Employment opportunity	32 (49%)	14 (40%)	46%
To serve the community	3 (5%)	1 (3%)	4%
Better than other job	12 (18%)	11 (31%)	23%
TOTAL	65	35	100

The above table shows most important factor that influenced the decision of students of both universities to join the profession is employment opportunities (46%), followed by better work environment (16%)and many students prefer for better than other job 23% . Two other factors i.e. to serve the community (4%) and come by chance negligible percentage (11%).Their opinion that they join this profession because there was no other alternative for them. After the employment opportunities the other major factors of all students.

**7.1.13. Secondary career choice**

Table.14 Library and Information Science (LIS) through distance mode as secondary career choice

Response	University		Total
	IGNOU	NSOU	
Yes	17 (26%)	14 (40%)	31%
No	48 (74%)	21 (60%)	69%
TOTAL	65	35	100

Data in above table highlights that majority of students (69%) choose the library professional courseas their secondary career, whereas thosestudents had thought of making career in other occupation before joining library professional course. The high percentages reported choose the library profession as a career by the students. Majority of students of IGNOU (74%) and NSOU (60%) choose the library profession as secondary career, which is followed by the students 31% choose the library profession primary career.

**7.1.14. LIS professional course through distance mode**

Table.15 Library and Information Science (LIS)professional Right choice for students

Response	University		Total
	IGNOU	NSOU	
Agree	42 (65%)	26 (74%)	68%
Disagree	15 (23%)	4 (11%)	19%

Don't Know	8 (12%)	5 (14%)	13%
T O T A L	65	35	100

Majority of the students (68%) agree that library professional is right choice for them. A little proportion of students (13%) stated that they don't know about their choice either right or wrong. University wise analysis shows that the students of IGNOU (35%), and NSOU (25%) reported that they don't know their decision to choose library profession as career is right choice for them or not. Whereas majority of students of all the universities consider that they choose the right career for them.

#### 7.1.15. Choice of work

Table.16 Choice of work in Library University wise

Type of Library	University		Total
	IGNOU	NSOU	
School Library	21 (32%)	11 (31%)	32%
College Library	16 (25%)	6 (17%)	22%
Medical Library	3 (5%)	2 (6%)	5%
University Library	5 (7%)	3 (10%)	8%
Engineering Library	2 (3%)	1 (3%)	3%
Public Library	8 (12%)	7 (20%)	15%
Others Library	10 (15%)	5 (14%)	15%
T O T A L	65	35	100

Above table shows majority of them (32%) want to work in School library, which is followed by 22% students who want to work in college library. Other (16%) students express their views to work in engineering library, University library and medical library. The numbers of students Public library and others library, who gave their opinion to work in any type of library,

#### 7.1.16. Satisfaction level

Table.17 Satisfaction level of LIS Professional course University wise

Satisfaction Level	University		Total
	IGNOU	NSOU	
Satisfied	47 (72%)	24 (69%)	71%
Highly Satisfied	15 (23%)	9 (25%)	24%
Not Satisfied	3 (5%)	2 (6%)	5%
T O T A L	65	35	100

The data given in above table reveal that majority (71%) of students, are satisfied with LIS professional course. Remaining 24% students are highly satisfied and negligible percentage (5%) reported that they are not satisfied by joining the library professional course. Large numbers of students of IGNOU (72%) and NSOU (69%) universities are satisfied by joining this professional course.

#### Findings

The study finds that majority of the respondents (55%) joined the library and information science professional course between the age group of 20-25 as compared to very few others (40%) who enter in the age of 26-30.

The study reveals that out of the total population 100; female ratio of the Library and Information Science (LIS) through distance mode students is more than 50%. Hence, the study finds that LIS professional course is dominant by the females.

In terms of religious background of students, the study finds that majority of them (64%) are Hindu, as compared to other religions i.e. Islam (31%) and Christian (5%). The finding Hindu religion is predominant religion.

The study reveals that 55% students who join the Library and information science(LIS distance mode) professional course are Graduate with B.A. as compared to few others B.Sc., B.Com, and BCA and B.Tech students. Hence, the study finds that majority of students with educational background in arts subjects join the library professional course.

#### Socio Economic Characteristics

The results of the study shows that majority of students' families have rural background (55%) as compared to the urban areas (45%). Hence, the study finds that majority of students are from rural areas who join the LIS profession.

Significantly it is found that majority of students (55%) who join the library professional course are belong to middle class families as compared to other categories i.e. lower middle class (25%), upper middle class (9%). Hence, the study finds that most of the students join the LIS professional course are from middle class families.

About the educational background of parents of students the study explore that majority of fathers (42%) studied up to higher secondary level.

The study reveals that occupation of majority of fathers of the students is serviceman (43%), as compared to other major categories i.e. businessmen (18.3%)and self employed (12%).

The study indicates that majority of the students' families (42%) have their annual income between the categories,

Fifty one thousands to one Lac fifty thousand from all the sources.

### Motivational Factors

The study reveals that maximum number of students motivated through their friends (30%) then siblings, parents, relatives, teachers and librarians. Whereas 29% students self decided to join the library professional course.

It is observed that most important factor that influenced the decision of students to join the course employment opportunities (46%), followed by better than other job (23%) and better work environment (16%). Hence, the study finds that majority of the students comes for employment opportunity.

### Professional Inclination and Perceptions

It is most important factor that maximum students are employed they are continue their course and continued their job, 55% employed person and 45% students is unemployed, only those student continued there courses. Find out that maximum students work in library related work that's why join the LIS through distance mode

It is observed that majority of students (69%) choose the library professional course as their secondary career, whereas 31% students had thought of making career in other occupation before joining this course. Hence, the study finds that majority of the students have their secondary choice to pursue their career in library profession.

In order to know the choice of students to work in library, it is observed that majority of them (32%) want to work in school library, followed by some students who are ready to work in any library and 22% gave their choice with college library.

In order to know that maximum students come to this course for better career prospects, the study finds that majority of students joined the LIS professional course by their self-decision. And overwhelming majority of respondents join this course whom families are in different professions or occupations.

The study finds that overwhelming majority (71%) of students is satisfied by join the library and information science as professional course.

## VIII. CONCLUSION

Library and Information Science education through distance mode give more opportunity to make career of students and expected to acquire necessary skills that will enable them to meet the needs of society. This professional course is an important aspect of one's life pattern. The

present study carried out to know the choice, perceptions, professional interests, social and economically background, academic attainments of the aspirant LIS professional course, targeting the population from the Open University. Practical knowledge I have absorbed that maximum students move from unemployment to the employment opportunity. However, the study of the picture of library professional course in Kolkata as a career choice.

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