Innovative Practices in LIS Department of Universities in U.P: Some Observations

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Abstract
The purpose of this paper is to evaluate the status of innovative practices in LIS department of universities in U.P. Teachers were asked how they would take the innovative pedagogical practices in their teaching-learning program. The use of innovative practices has the potential not only to improve the quality of education but it also empower people, strengthen the institutions and make effort to achieve the human resource development of a nation.
Keywords: Innovative Practice, LIS Education, Universities and U.P.

Introduction

The term innovative is often used when we talk about use of new pedagogical methods in teaching and learning program. In this paper innovative practices means purely use of more and more information communication technology (ICT). Many New practices are available for teachers to learn, adopt and employ in their classroom. Innovative teaching can take many forms such as internet, multimedia instruction, networks, CD-ROMs, power point presentation, virtual laboratories, student as project coordinator, seminar, and video based demonstrations and all of that are equally as significant in term of innovation. The education all over the world is swept by a paradigm shift that is the result of a new awakening in teaching-learning process. The universities continuously strive to innovative methods that will sustain their interest and make the teaching-learning process more productive and interesting. Teachers must learn to change with the times and the methods offered for instructing students. These changes will ultimately benefit the students. The ability to adapt to innovative practices may be one of the important attribute for today's teachers. (Natarajan, 2005)

India has one of largest educational system in the world. There are more than four hundred-eighty universities at present. The progress of any country linked with the quality of education. It is therefore necessary to provide education to learner through best innovative practice.

In present study innovative practices mean use of modern pedagogy in teaching-learning in LIS Education in universities of U.P.

Objective of the Study

The aim of this paper was to thrown light on the current status of innovative teaching –learning practices in LIS department and assess the adaptation of innovative teaching and learning practices in universities LIS department of U.P. so that teachers, higher authority and policy makers could familiarize themselves with area in need of further development.

Scope of the Study

The present study was based on several parameters as status of universities, faculty position, departmental building, and workshop/seminar/conference/computer laboratory,anduse of new technology (innovative pedagogical practices). This paper was confined to central as well as state universities. The deemed and private universities are excluded from the study. The investigation was taken among thirteen LIS department in order to determine that how LIS department were used innovative practices in their respective department and what reasons behind less uses of innovative practices.

LIS Department in universities of U.P:

It is one of the most important State of India, occupying, 2, 40, 928 Sq.km. UP has Thirty-Five Universities but LIS Education is being imparted in Fourteen Universities i.e., Three Central Universities namely AMU, BHU, BBRAU, Ten State Universities namely Dr. BRAU, BU, CCSU, CSJMU, DDUGU, MGKV, SSV, LU, UPRTOU, VBSPU and Allahabad Agricultural Institute (AAI) functioning as a deemed university.

Methodology

In the present paper, maximum data was collected through library records, website search and personal contact through emails. The collected data was arranged in helpful, systematic and meaning full form. Data was presented in tabular form.

Status ofUniversities: No. of universities surveyed=13

S.No.	Items	No. of Universities	Percentage
1	Central	03	8.50%
2	State	10	28.50%
3	Deemed	01	2.80%
4	Private	Nil	Nil
5	Any Other	Nil	Nil
6	Total	14	40%

Table 5.1 shows that 40% universities are conducting LIS education among them 9% universities are central, 29% universities are state universities and 3% universities are deemed universities.

Faculty Positions

The faculty means all employees that hold the rank of instructor or a higher academic rank in academic program as director or principal or teacher or professor, reader and lecturer etc. Any institution cannot run without teaching faculty. The success of any institution depends upon the qualification, performance and competency of its teaching faculty. The table listed herewith to present the strength of the teaching staff of various schools of LIS of U.P. There are three cadre of the teachers are approved by the Govt. of India namely professor, reader and lecturer. The professor is termed as authority of subject having specialization in sub facets of the subject. The reader is considered as the experienced person having the skill to solve the complex problem occurred in the discipline and lecturer considered as a person who can teach to student in a better and an effective manner. Dr. Samuel Patrioda the Chairman of National Knowledge Commission has recommended that 1:2:4 ratios are essential for the schools of LIS running the courses. He also advocated that LIS training is one of the complex activities and library is laboratory of its complex functioning and he also necessitate that librarian will also switch over from library to teaching as well as teachers from teaching to library.

Table: Faculty Positions: No. of Universities Surveyed = 13

Position of the faculty			
Professor	Reader	Lecturer	Contract/Guest
04 (AMU,BBRAU, BHU & BU) (1,1,1,1)	09 (AMU,BBRAU,BHU,BU, DBRAU & SSV) (4,1,1,1,1,1)	14(AMU,BBRAU,BHU,BU, DBRAU & LU)(4,3,3,2,1,1)	06 (CCSU & CSJMU) (3,3)

Table 5.2 shows that four professors, nine readers and fourteen lecturers are working in thirteen LIS department. It is also observed that several departments are running with temporary teaching staff called contract/guest lecturers and some department without teacher. None of the departments are running as per recommendation of national knowledge commission.

Abbreviation ofAMU(Aligarh Muslim University, BHU(Banaras Hindu University, BBRAU(Baba BhimRaoAmbedkar University), BU(Bundelkhand University), DBRAU(DocterBhimRaoAmbedkar University), SSV(Sampurnanand Sanskrit Vishwavidyalaya), LU(Lucknow University), CCSU(ChaudharyCharan Singh University), and CSJMU(ChhatrapatiSahuJiMaharaj University)

Departmental Building, Library Computerized Workshop/Seminar/ Conference/ Computerlaboratory

A department building is a fundamental requirement to run any course and an automated library should be there to use more recent updated information. A well-equipped workshop/seminar/conference and computer laboratory is also essential to gain new technological knowledge in respective field in new globally environment, now Indian student required to develop a multi faced personality to cope up with the rapid change in the world at large. This calls for the development of body, mind, and spirit, through educational process in the universities of higher education.

The basic purpose of this table is to know that how many LIS department is running in its own building because build is a primary requirement to establish any department. Another parameter is to analysis whether the library is computerized or not, through library users can receive online facility in global environment. Another parameter is to analyze the availability of workshop/seminar/ conference and computer laboratory

Table 5.3.No. of Universities Surveyed = 13

Items					
Department buildings		Library is computerized		Workshop/seminar/computer	
YES	NO	YES	NO	YES	NO
10Univs.	05uprtou,ccsu,csjmu,ddugu,vbsuUnivs.	10 (Partly) Univs.	03 mgkv,ssv,VbspuUnivs.	03Univs. AMU,BHU&BBRAU	10Not available

The above table shows that five departments i.e. ccsu, csjmu, ddugu, uprtou and vbspu are conducting courses without departmental building.Only three universities Mahatma Gandhi KashiVidyapeeth(MGKV), Sampurnanand Sanskrit Vidyapeeth(SSV) and Veer Bahadur Singh Purvanchal University(VBSPU) libraries are not automated. Three Universities as Aligarh Muslim University (AMU), Banaras Hindu University (BHU) and Baba BhimRaoAmbedkarUniversity (BBRAU) have workshop, seminar and computer laboratory facilities.

Use of New Technology (Innovative Practices)in Teaching-Learning Programme

Here, new technology means use of information technology in library & information science profession. Information technology is the right tool through which, learner can get fast, high quality and less expensive access of information to use when they need it.The basic objective of LIS schools is to ensure that people will get

occurs to the opinion, information and entertainment they need to work more effectively. Information technology links local and national information system into a global network. Information technology facilitates flow of information across borders and improves the quality of life for all people. It is transforming the way of people work, communication and documentation of their activity. Now global nature of world also has dictated the development of convenient and economical methods of electronic data exchange.

The basic purpose of use of new technology is leading to higher productivity, better quality, faster delivery, enhanced reliability and least expensive occurs to that tool when people need it and it link local and national information system into a global network.

The basic purpose of the present table is to know the satisfactory level of use of innovative practices in LIS department.

Table 5.4. Use of new technology

S.NO.	NAME OF THE UNIVERSITIES	ITEMS	
		FULLY	PARTLY
1	AMU		✔
2	BHU		✔
3	BBRU		✔
4	BU		✔
5	CCSU		✔
6	CSJMU		✔
7	DDUGU		✔
8	BRAU		✔
9	LU		✔
10	MGKV		✔
11	SSV		✔
12	UPRTOU		✔
13	VBSPU		✔
14	TOTAL		13
15	PERCENTAGE		100%

The degrees of use of new technology in educational transaction in LIS departments indicate that LIS profession is still uncomfortable with new technology because the table expresses partly adaptation of new technology in LIS departments.

Findings and Conclusion

After analysis of the data, the following conclusion and findings can be expressed as under:

- It has been found that the teacher or the trainers are himself/herself expressed that their students are partly competent for information handling than question arises, Why it is so? It seems that LIS profession is on crossroad, new technology are emerging and popularizing, speedily among the users as well as in the libraries. The teachers are facing the problems with the requisite tools, stationery of that particular technology as well as competent skill to teach to the students.

- It has been observed during the investigation that LIS teachers are not well verse with the technology applied and can used for teaching-learning process.

- It has been observed that some LIS Department was running without its own building.
- The innovative and unique practices were partly used in LIS departments.
- It has been investigated that central universities was in better position than state universities.
- There are some universities where LIS courses are conducting without a single teacher than how used innovative practices effectively.This can has been dominating the objectives of LIS education.
- It has been investigated that retired teacher's position remains vacant for many years and many LIS schools have a single teacher to imparting the LIS courses at graduate and master level so it is not difficult to imagine that what products will be produce and how can a teacher satisfied to learners through innovative pedagogy.
- It has been investigated that in large number of LIS schools lack of computer and IT laboratories in them. So, it is not possible to provide proper practical knowledge to students and teachers also not have with adequate knowledge/training in IT application and no IT expert recruit in LIS schools.
- It has been observed during the investigation that the majority of LIS schools are facing lack of modern technological apparatus.
- It has also been observed that recruitment of permanent teaching staff on various post are fallen vacant in almost all the schools of LIS of this study, so it

is suggested that administrator or VC or authority must take immediate action in relation of recruitment of teaching faculty.
- It is suggested that refreshers courses/orientation courses/seminar/conferences/workshop / symposium/formation of study circle and manpower development techniques as well as continuous education program be effectively implemented and should be made compulsory for the teachers to obtain the skill of technology and innovative practices to teach to the learners.
- At the time when we are expected to do more with less input, we should make proper use of innovative practices. Obviously, traditional methods of delivering of teaching & learning programme have become inadequate. LIS departments have to build on recent new technological developments and enrich the teaching and learning experiences they provide to students. The suggested activities will be posturing global competencies among students, enriching of learning, increasing access-online programmes etc.
- As continuing academic progress programs, seminar, conference, symposia and workshop should be organize at regular intervals by INFLIBNET, NIC, NISCAIR, LIS departments and LIS associations for the teachers.
- There should be made proper arrangement for the teaching of LIS teachers by establishing a central teacher's training institute. After an interval, refresher

courses/orientation courses should also be compulsory for them, so that they can learn latest innovative practices in their respective field.

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