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Winter 12-16-2019

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Rout, Lulu and Acharya, Shubhasmita Mrs, "Student Perspective While Choosing Distance Education in Library and Information Science Education in Odisha: A survey included a State University LIS student's in Library Science" (2019). *Library Philosophy and Practice (e-journal)*. 3776.
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Student Perspective While Choosing Distance Education in Library and Information Science Education in Odisha: A survey included a State University LIS student's in Library Science

Abstract

The study includes 295 Library Science student in a State University known as Fakir Mohan University, Balasore, Odisha. In Odisha this is the first State University who provide a huge number of distance learning courses. The sample size includes 195 BLIS student and 95 MLIS student who got admitted in this state university in 2019-2020 batch. The result of this survey is to find out the reason behind choosing the distance Library Science course in Odisha state and the reason of student migrating from other state to Odisha state for choosing this University. Except the Library Science course this survey also highlights the other distance courses like economics, MCA, M. Com, English, etc. Which are the more demandable courses in now a day.

Keywords: Distance Learning, LIS education, LIS in Odisha, LIS University, Student perspective, Distance library, Distance Learning.

Introduction

As per the online book “The Hand Book of Research for Educational Communication and Technology” the distance education has started in the late 1800s, at the University of Chicago, the first major correspondence program in the United States was established in which the teacher and learner were at different locations. So the distance learning is not a new concept in now days. While Government of India came to know the effectiveness and worth fullness of distance education they started Indira Gandhi National Open University(IGNOU) in 1985. The IGNOU provide most of the widely accepted degree courses which are used in different job market.

After that Several Government as well as private institution has introduced different distance degree courses in India. If we consider the Odisha state, there are also 3 State University who are providing distance education including the Library and Information Science. Except that there are 4-5 institution who are associated under a state university for providing the distance education.

The future of the library science education can be judged through the number of students are getting admission in Library science course. Because before they are getting admission they think what is the future of the course. In Odisha the State Public Library Act was passed in 2001 as per “The Odisha Gazette”. In this Gazette there are so many points highlighted like Constitution of Odisha Public Library Council, Odisha Public Library Authority, Library Director, etc. The Act. was constituted under twenty principles or pillars, which includes; i) Short title and commencement, ii) Definition, iii) Constitution of Odisha Public Library Council, iv) Constitution of Odisha Public Library Authority, v) Power and functions of Library Authority, vi) Power and functions of Chairperson and working Chairperson of Library Authority, vii) Constitution of Directorate, viii) Power and functions of Director, ix) State Library, x) District and City Libraries, xi) Constitution of District Library Committee, xii) Odisha Public Library Fund, xiii) Accounts and Audit, xiv) Reports and Returns, xv) Inspection of Public Libraries, xvi) Annual Report, xvii) Transfer of Management and Amalgamation of Public Libraries, xviii) Vacancies etc. not to invalidate, proceedings, xix) Power to make rules and xx) Power to remove difficulties. After the passed out of Library Legislation Odisha has developed so many library initiatives for the development of the library. Recently Odisha registered an association known as Odisha Library Association(OLA).

Literature Review

Rausaria, R. R., Lele, Nalini A., Bhushan, Bharat (1999). There is paper on Norms and Standards for Library and Information Science Programmes (BLIS, MLIS) through Distance Mode. There is distance education council which defined the policy and condition through which the institution can introduced a distance programme. In this paper there are so many norms like; Eligibility Criteria, Admission/Selection Procedure, Student Intake- and Class Size, Duration, Measure of a course/programme Learning Resources, Student Support Services, Delivery Mechanism, Student Evaluation, Faculty, Physical and Equipment Facility, etc. while any institution want to introduce any distance LIS programme in that time they should keep eye on these.

Yunfei Du (2010) wrote in his paper “Information seeking and avoidance behaviour in school library distance learning” about the type of information seeking and identified what are the barriers among the students in Information Seeking. He found that the barriers like individual preferences, concerns on efficiency, and lack of mutual trust, were observed.

Kristen Rebmann (November 2012, Vol. 27, No. 3) have studied a case known as “Connecting distance learning communities to research via virtual collaboratories: a case study from library and information science”. In this study he found the relationship between virtual collaboratories which helps in distance learning.

Richard Nurse, Kirsty Baker and Anne Gambles (2018) wrote a paper “Library resources, student success and the distance-learning university”. In this article they stated the using the library resources and student’s success by using the resources. They also identified find out the relationship between the distance learning institution and the other institutions.

Alyson Tyler (Received 2 October 2000) had survey on a topic that is “A survey of distance learning Library and Information science courses delivered via the Internet¹”. In this survey meant was that to find out the provision of internet based distance learning courses in the LIS field. He has studied different range of courses. These are;

- a) Self-instruction courses (e-mail, Internet)
- b) Short credit courses
- c) Degree courses

Small, Ruth V. have written a paper “A Comparison of the Resident and Distance Learning Experience in Library and Information Science Graduate Education”. In his paper he compared the students between residents and students in distance studied and differentiate the students by using different variables like age, sex, time etc.

Small, Ruth V., and Paling, Stephen. (2002) wrote an article that is “The Evolution of a Distance Learning Program in Library and Information Science: A Follow-Up Study”. He found that our years later changes have occurred in student characteristics, program design, and technology use.

Objective of the Study

The survey has undertaken to find out the following objectives

- To know the reason behind choosing the LIS course except the other course.
- Why the students are giving the priority of choosing this university.
- To find out student’s migration for getting admission in LIS course.
- Future Perspective of the LIS students.
- Resources using for their study purpose.

Methodology

There are total 285 LIS students pursuing their course in this University. The best method for the data collection is providing the online questionnaire. Through the online questionnaire the students have freedom to answer the questions. The data biasness will be reducing through the online questionnaire. The data has been sent 285 students, but response came 183 students.

Name of the Courses and Students Enrolments in 2019-2020

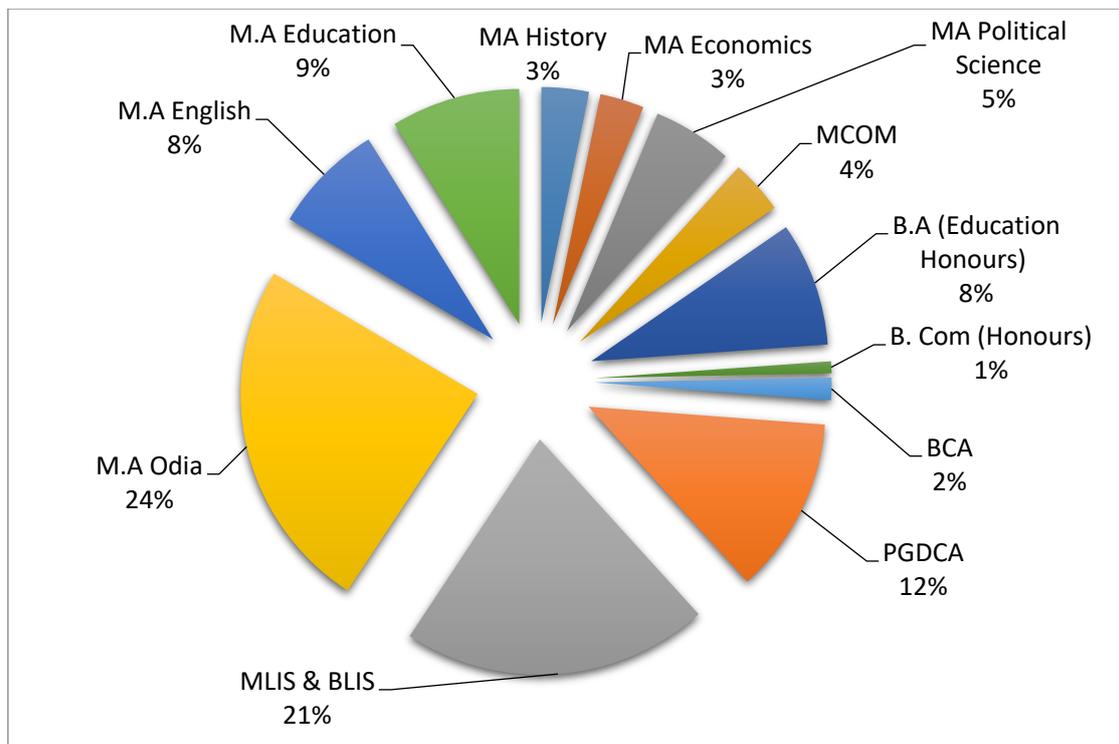
This university not only provide Library science courses but also provide various academic oriented courses which are listed below. While this university providing a number of distance learning courses, it also providing a library facility for the distance students only. The university contain three libraries two in the old campus and one is in the new campus. In the new campus the distance student's library is situated.

Sr. No	Name of the Courses	Students Enrolments
1	MA History	44
2	MA Economics	41
3	MA Political Science	74
4	Master in Commerce (MCOM)	50
5	Bachelor of Arts (Education Honours)	116
6	Bachelor in Commerce (Honours)	11
7	Bachelor in Computer Application (BCA)	21
8	Post Graduate Diploma in Computer Application (PGDCA)	165
9	Bachelor in Library and Information Science (BLIS)	193
10	Master in Library and Information Science (MLIS)	92
11	M.A Odia	331
12	M.A English	104
13	M.A Education	120

[Table-1 Showing the capacity and courses in the University]

Percentage wise distribution of Students in all Subjects

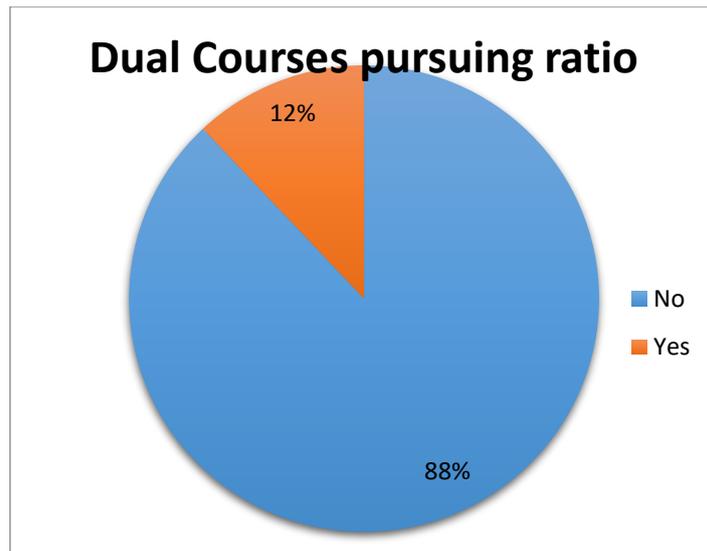
There are total 13 courses are now continuing in this University. The students admitted in library science course is the second highest among all the subjects. The highest students admitted in Oriya Language due to the local language. There are two courses provided by the university which is comes under Library Science, these are;



[Fig.1 Showing Percentagewise Distribution of Students]

Students Pursuing Other Courses

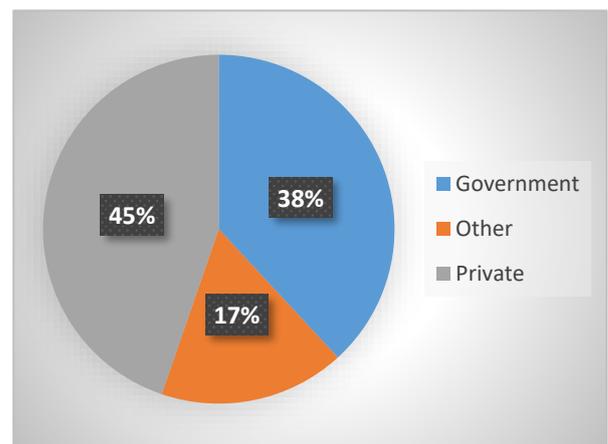
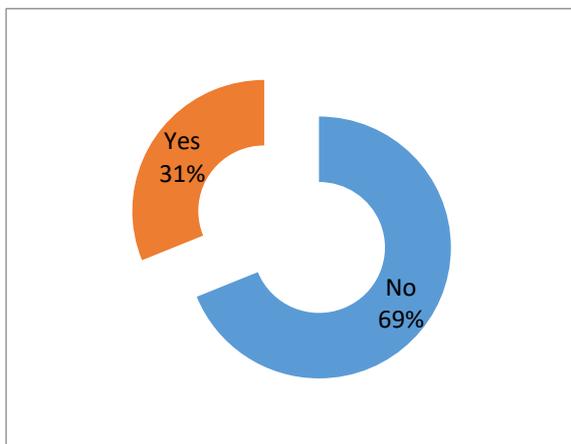
Out of the total students got admitted some of them are already joined in some other courses. Out of the total number 183 student's response there are total 161 students who are purely pursuing library science courses and there are 22 students who are doing Library Science mean while other courses also.



[Fig. 2 Percentagewise students purely or combined admitted in library science]

Job Status and Type of Job

As we already stated there are a huge number of students are getting admitted regularly. Some of them are already in any job and some of them are students only. The type of jobs is government, private and others. There are 58 students have already in job and 127 students don't have any job. Out of the type of the jobs there are 59 private jobs, 30 government jobs and 14 others job.



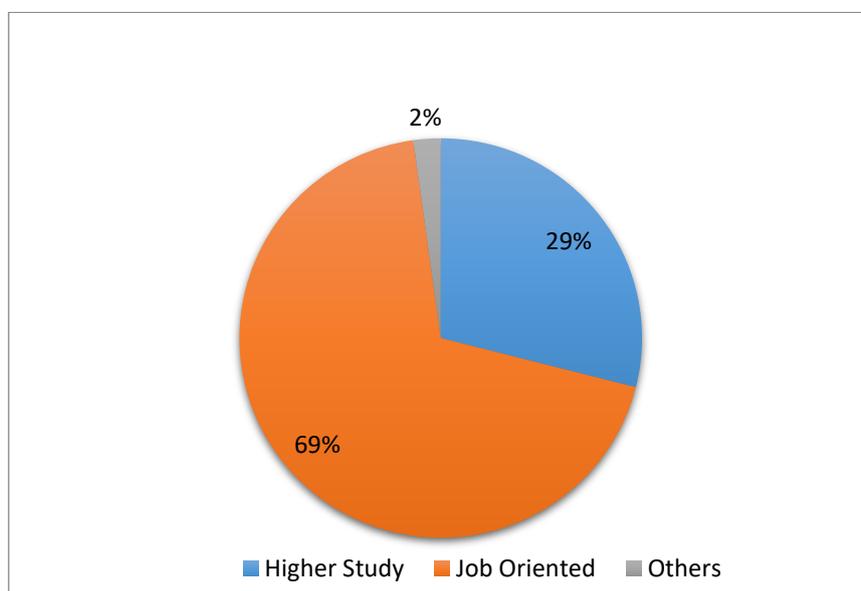
[Fig.3 Showing job status]

[Fig.4 Showing types of jobs]

Above the fig. 3 shows that out of the survey responses 31% are already working in different job sectors and 69% of the students are perusing purely the courses.

Reason of choosing the Library Science Course

The demand of the Library Science courses we can measure by measuring the user reason for choosing this course. In this study we have given only three reason that the students need to choose out of these three reasons. The reasons are higher study, job oriented and others. There are 54 students chosen the Course for the higher study, 127 students have joined this course for the job purpose and 4 students chosen others.

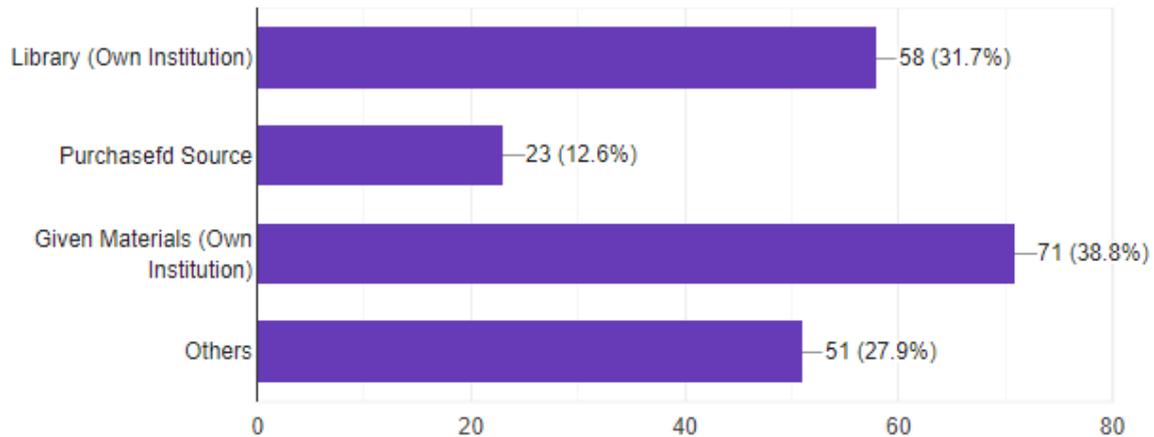


[Fig. 5 Showing the purpose of choosing the LIS course]

Materials use by the students

As we previously written the University contain a special library for the distance students where students can borrow as well as renew the books. The library does not automated till now

but some general function of the library is going on. This library does allow the regular students for using the library facilities. The library not only provide the materials for LIS education but also provide documents as per the other student's curriculum.



Conclusion

At the end of the study we found that maximum students are choosing the LIS education because it is job oriented and vocation as well as professional education. There are 69 percentage of students has crossed the library science for job purpose and 29 percentage of students for higher study purpose. The reason behind choosing this university is the environment, faculty and the main thing is the resources available for the distance students.

The study concludes that the LIS education is not only developing in regular era but also developing in the distance era also. The students are migrating from on state to another for pursuing the distance LIS course.

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