STUDY OF TRENDS OF LITERATURE IN LIS EDUCATION THROUGH LISA (2005-10)

Anita Chandwani*   Dr. Mangala Hirwade**

* Librarian
Rajkumar Kewalramani
Kanya Mahavidyalaya
Nagpur, Maharashtra, India

** HoD,
DLISc
R.T.M. Nagpur University,
Nagpur, Maharashtra, India

QR Code

Abstract: - *LISA is an international abstracting service designed to serve as reference tool devoted to the literature of library and information science. It is currently published by Library Associations Great Britain. LISA covers about 500 periodicals from over sixty countries. The present study focuses on contribution of LIS literature on LIS Education as covered in LISA from 2005-10.*

1.1 LIS Education in India: An Overview -It was more than 85 years ago in 1911 that the first formal training course in library science education was started in India by H. H. Sayyaji Rao Gaekwad, the Maharaja of the princely and progressive state of Baroda. The Maharaja of staunch believer in the importance of public libraries invited Dewey to be Director of the department of public libraries of his state. After assuming charge of the post of director, Borden found that there were no facilities for training in library science education in India. He, therefore, sought the approval imparting in librarianship training in Baroda state.

Training and education in LIS in India dates back in 1911 and has kept pace with the developed countries of the world. It is gradually evolving and has spread its roots throughout the country. The credit for starting a formal course in library education in India goes to William Alonson Borden and Asa Don Dickinson, both students of Melvil Dewey. Alonson Borden started a training course in 1911at the central Library, Baroda, followed by Dickinson in 1975 at the Punjab University, Lahore (now in Pakistan). Thereafter,

other universities and literary associations also started up library schools. Madras Library Association in 1928 and Bengal Library Association in 1935 started a certificate for librarians. Among the universities, Madras University under the leadership of Dr. S. R. Ranganathan, took over the certificate course from Madras Library Association in 1931, and later in 1937, converted the course into a Postgraduate diploma in Library Science. It was the first diploma course in library science in India. The Andhra University in 1935, Banaras Hindu University in 1941, and the University of Delhi in 1947 are some other universities which started this course. The University of Delhi in 1948, under the guidance of Dr. Ranganathan, started a Master's degree course in library science and also provided facilities for research leading to Ph.D. It was the first university to start the M.Phil course in 1977.

Presently, library education is being provided by a variety of institutions such as traditional university, open universities, deemed universities, polytechnics, affiliated colleges, professional associations and documentation centers, etc currently there are about 120 universities, including correspondence and open universities, in India offering LIS education at Bachelor's and Master's levels and 63 universities which offer doctoral degree in library science. Besides, National Institute of Science communication and information resources (NISCAIR), New Delhi and Documentation research and Training Centre, Bangalore offer two year Associate ship in

information science. The LIS education has expanded vertically. But, there are marked disparities in its profile, curriculum, and available infrastructure and in the levels of collaboration. The disparities are due to political interference, non availability of resource and delayed adoption of technological innovations on the part of planner and administrators. The condition of LIs education in many developing countries is also the same.

1.2 Aims and Objectives

The study was carried out with following aims and objectives

1. To know year wise distribution of papers considered for this study.

2. To map the geographic distribution of literature.

3. To identify most predominant subject areas in the field of LIS

4. To suggest grey areas those require attention of researchers.

5. To know the country wise research productivity.

6. To know authorship pattern.

7. To find favorable document type of LISA.

8. To identify the most productive journal.

1.3 Research Methodology

Research Methods concern how the required information was collected. Effective planning help choose alternatives for effective use. Every research approach is backed by a set of research methods to collect the data. The present study was carried out by following **Descriptive Analytical**

Research method. The instrument for data collection was database browsing and analysis. LISA is a part of ProQuest Database. The Proquest database was accessed from the online version published by Cambridge Scientific abstracts (CSA) by getting permission to use free trial for a month that was further extended for a fortnight. It was also accessed from Sant Gadge Baba Amravati University Library, Amravati.

2.1 Analysis of LIS Education Abstracts through LISA

Table 2.1 Total number of articles published for LIS Education

Year	Month												Total	%
	Jan	Feb	March	April	May	June	July	Aug	Sep	Oct	Nov	Dec		
2005	738	48	119	192	96	71	473	547	165	351	725	725	4250	35.45
2006	714	57	285	198	88	125	387	129	298	162	190	116	2749	22.93
2007	590	51	107	189	66	90	179	13	63	134	176	31	1689	14.09
2008	537	03	29	37	19	39	61	11	45	58	52	49	940	7.84
2009	448	31	59	124	48	54	135	13	57	108	50	63	1190	9.94
2010	449	29	50	129	46	45	147	18	51	122	50	32	1168	9.74
Total													11986	100.00

Fig. 2.1 Total number of articles published for LIS Education
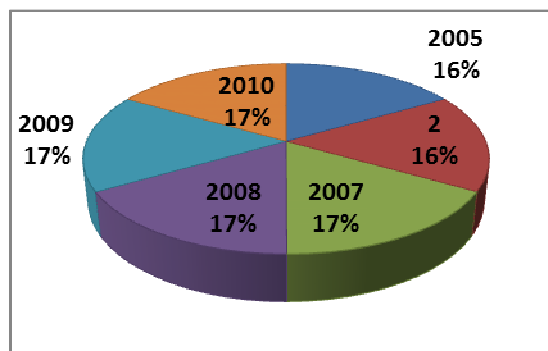
Search was carried out using Boolean operator, the key words were Education and library and information science. It was found that in 2005, 4250 articles related to education were abstracted whereas in 2006, it was 2749, in 2007- 1689, in 2008- 940; in 2009- 11090; in 2010- 1168. Thus total 11986 articles were abstracted during six years. The figure was maximum, i.e 4250 in 2005 followed by 2749 in 2006, 1190 in 2009, 1168 in 2010 and 940 in 2008

2.2 Analysis of Subject Heading

Table 2.2 Analysis of Subject Heading

Sr. No.	Subject	2005	2006	2007	2008	2009	2010	Total
1.	Artificial Intelligence	59	13	18	10	20	10	**130**
2.	Education	647	132	75	69	37	112	**1072**
3.	Information Centers and learning organizations	276	214	73	89	97	69	**818**
4.	Information Technology	324	162	106	46	87	60	**785**
5.	Internet Technology	239	174	139	80	81	63	**776**
6.	Library use and users	252	186	89	77	63	54	**721**
7.	Medical Information	57	10	05	13	11	12	**108**
8.	Telecommunications	63	18	54	10	21	18	**184**
9.	Technical Services	153	76	47	08	16	20	**320**
10.	World Wide Web	113	181	115	23	38	41	**511**
	Total	**4250**	**2749**	**1689**	940	**1190**	**1168**	**11986**

From the data, it was found that the articles on LIS education can be divided into twenty five sub subjects. Majority of the articles were written on Education (1072); Information Centers and Learning Organizations (818); Information technology (785); Internet Technology (776) and Library Use and Users (721); whereas the lowest number of articles were written on Medical Information (108); Artificial Intelligence (130) and Telecommunication (184).

From the analysis of data, it has been found that from the total articles abstracted, 6784(56.60%) have been taken from journals, 2418 (20.17%) from specific features, 972 (8.11%) are case studies and 1563 (13.04%) are taken from periodicals other than journals.

When the document features were analyzed, it was found that total 6122 articles were with references, 3460 with tables, 3485 with graphs and charts, 3874 with illustrations or diagrams and in 1207 articles, no additional feature was given.

2.3 Analysis of Document Type
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Sr. No.	Document Types	2005	2006	2007	2008	2009	2010	Total
1.	Journal Article	2385 (56.11%)	1769 (64.35%)	739 (43.75%)	498 (52.98%)	729 (61.26%)	644 (55.14%)	6784 (56.60%)
2.	Feature	1068 (25.13%)	199 (7.24%)	520 (30.71%)	108 (11.49%)	122 (10.25%)	401 (34.33%)	2418 (20.17%)
3.	Case Study	402 (9.46%)	393 (14.30%)	44 (2.60%)	36 (3.83%)	53 (4.45%)	44 (3.76%)	972 (8.11%)
4.	Periodical	405 (9.53%)	388 (14.11%)	366 (21.67%)	36 (3.83%)	286 (24.03%)	82 (7.02%)	1563 (13.04%)
	Total	**4250**	**2749**	**1689**	**940**	**1190**	**1168**	**11986**

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2.4 Analysis of Publisher
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Sr. No.	Name of Publisher	2005	2006	2007	2008	2009	2010	Total
1.	Emerald Group Publishing Ltd.	1103	1186	490	01	672	478	3930
2.	Springer Science and Business Media	134	142	147	215	64	44	746
3.	Cambridge University Press	89	105	161	16	13	82	466
4.	McGraw-Hill Education	156	48	33	169	29	25	460
5.	Oxford University Press	105	47	94	47	26	60	379
6.	Haufe Gruppe	08	20	15	00	00	02	37
7.	Houghton Mifflin Harcourt	02	10	14	00	00	09	35

From the analysis of publisher wise distribution, it was found that 22 publishers have contributed from 2005 to 2010. Their contribution is as follows: Emerald (3930); Springer Science (746); Cambridge University Press (466); McGraw Hill education (460); Oxford University Press (379); China Education Publishing & Media Holdings Co. Ltd. (353); Taylor & Francis (320); Thomson Reuters (309); Wiley Periodical Inc. (267); Idea Group Publishing & Phoenix Publishing and Media Company (225); Pearson (157); Random House (135); Penguin Random House (130); Harper Collins (125); Informa (101); La Martiniere Groupe (73); Simon & Schuster (65); Shinchosha (46); Haufe Gruppe (37) and Houghton Mifflin Harcourt (35)

2.5 Analysis of Place of Publisher
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Sr. No.	Name of Publisher	2005	2006	2007	2008	2009	2010	Total
1.	UK	1457	566	255	172	262	148	**2860**
2.	US	914	545	205	151	299	200	**2314**
3.	Russia	36	76	47	19	18	27	**223**
4.	Singapore	59	44	32	19	24	13	**191**
5.	Canada	25	37	51	14	05	46	**178**
6.	Poland	59	23	45	07	21	21	**176**
7.	Saudi Arabia	50	37	22	09	21	35	**174**
8.	Israel	04	14	07	06	02	14	**47**
9.	Jamaica	04	09	20	02	09	04	**48**
10.	Jordan	05	26	00	00	15	07	**53**

It was analyzed that publishers from 60 countries had contributed for LISA from 2005 to 2010. Among these, leading countries are UK (2286); USA (2317); Russia (223); Singapore (191); Canada (178); Poland (176); Saudi Arabia (174); Austria (154); Chile (147) and Japan (138). The lowest contribution made by the countries are : Israel (47); Jamaica, Kansas, Ile-Ife (48); Jordon and Columbia SC (53); Iran, Kentucky (58); Indonesia (64) and Pakistan (70). Information about country of publication is not given in 2337 articles.

2.6 Analysis of Publication Title
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| Sr. No.	Publication Title	2005	2006	2007	2008	2009	2010	Total
125	Vine	98	43	53	52	45	14	**305**
123	The Learning Organization	126	27	11	10	12	09	**195**
121	The Journal of Academic Librarianship	76	39	19	12	04	26	**176**
18	Cataloguing and classification quarterly	97	24	11	13	13	09	**167**
7	Ariadne	35	40	34	14	32	07	**162**
11	Aslib proceedings	55	44	24	04	22	12	**161**
98	Records Management Bulletin	57	25	36	15	14	12	**159**
10	Aslib Journal of Information Management	45	27	39	25	11	02	**149**

Total 126 periodicals have contributed for LISA from 2005 to 2010. Maximum articles contributed are by Vine (305); The Learning Organization (195); The Journal of Academic Librarianship (176); Cataloguing and Classification Quarterly (167); Ariadne (162); Aslib Proceedings (161); Records Management Bulletin (159) and Aslib Journal of Information Management (149).

2.7 Analysis of Authorship Pattern
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Sr. No.	Authorship Pattern	Year						Total
		2005	2006	2007	2008	2009	2010	
1.	Single Author	1507	972	394	211	243	373	**3700**
2.	Two Authors	1484	837	582	343	494	404	**4144**
3.	Three Authors	803	661	365	154	307	222	**2512**
4.	More than Three Authors	449	279	308	234	145	160	**1575**
	Total	**4250**	**2749**	**1689**	**940**	**1189**	**1168**	**11986**

Fig. 2.7 **Analysis of Authorship Pattern**
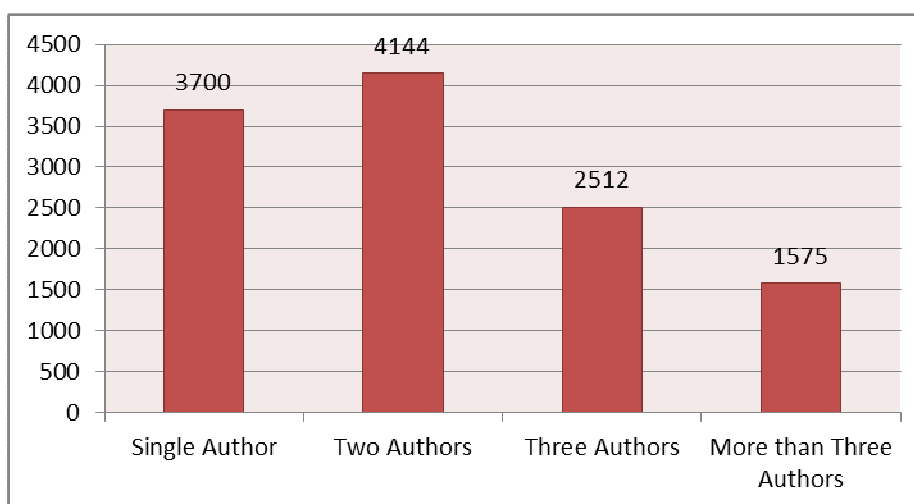
From these 11986 articles; 3700 were written by single author; 4144 jointly by two authors, 2512 by three authors and 1575 by more than three authors.

3. Findings –

1. As the broad subject area is education, obviously maximum number of articles were published on pure education and higher education followed by 324 in information technology, 276 in information centers and learning organizations, 252 in library use and users, 244 in information management, 239 in information technology, 216 in publishing and book selling, 215 in online information retrieval, 184 in records management, 175 in copyright and legal issues, 153 in technical services, 146 in library technology, 137 in libraries and archives, 134 in knowledge organization and management, 113 in world wide web, 104 in

librarianship and computer science application, 95 in information storage, 75 in library management, 65 in biographies, 63 in telecommunications, 59 in artificial intelligence, 57 in medical information, 54 in book reviews, and 46 in case studies.

2. The articles abstracted are divided into four major groups, viz. journal article, articles having particular feature, some case study or articles abstracted from periodical other than journal. Maximum articles abstracted are from journal article, i.e. 2385 and it covers almost 56.11% of the total articles abstracted followed by features (1068, 25.13%), periodicals (405, 9.53%) and case studies (402, 9.46%).

3. LISA database also shows the additional features of the article like if it is with references, tables, charts, graphs, figures, diagrams or illustrations. It was found that 32.30% articles were written with references, 23.20% were having diagram or illustrations, 554, i.e. 13.03% is having tabular data and 517, i.e. 12.16% is with graphs and charts. Total 218 from 4250 articles (5.13%) is without any additional features. It could be noted that one article may be having multiple features.

4. It was found that name of publisher is not mentioned in many articles. 22 publishers have contributed mostly during 2005 to 2010. Those are ARMA International, Cambridge University Press, China

Education Publishing & Media Holdings Co. Ltd, Emerald Group Publishing Ltd., Harper Collins, Haufe Gruppe, Houghton Mifflin Harcourt, Idea Group Publishing, Informa, La Martiniere Groupe, McGraw Hill Education, Oxford University Press, Pearson, Penguin Random House, Phoenix Publishing and Media Company, Random House, Shinchosha, Simon & Schuster, Springer Science and Business Media, Taylor and Francis, Thomson Reuters, Wiley Periodical Inc.

5. It has been found that UK (1457) is the leading country of publication followed by US (914), Poland and Singapore (59), Serbia (52), Spain and Saudi Arabia (50), Pietermaritz (48), New Zealand (47), Kuwait (41), Myanmar (40), Sweden (39), Philippines (38), Vietnam (37), Philadelphia, Portugal, Russia (36), South Africa(34), Nigeria (33), Japan, Australia, Turkey, Zambia (32), Austria (27), Bulgaria, Canada, Kentucky, Baltimore (25), Algeria and China (24), Bangladesh (23), Argentina (22), Hungary (21), Belgium and Finland (20), Botswana and Maldives (19), Germany (18), Afghanistan, Alabama, Egypt, Pakistan (17), Ireland (16), Chile (14), France (13), Nepal (12), Indonesia and Iran (11), Greece (10), Kansas and Illinois (09), Jordon (05) and Israel and Jamaica (04).

6. It was found that in all 126 journals/ periodical have published during 2005 to 2010. Among this, The Learning

Organization (126 articles) was the leading periodical in 2005 followed by Vine (98), The journal of Academic Librarianship (76), Reference Review (73) and University of Dar es Salaam Library Journal (67).

It is found that maximum authors prefer to write individually i.e. 3700 were written by single author; 4144 jointly by two authors, 2512 by three authors and 1575 by more than three authors.

4. Conclusions-

LISA is a good tool for library and information science scholars because it contains a wide range of library and information science journals. It provides scholarly and peer reviewed articles specific to the field. LISA doesn't have access to full-text documents, just provide us bibliographic citation with an abstract so that serves like a guide and then you have to go a library to check the availability of the items. The present study revealed that library professionals shown a keen interest in writing about broad subject education which itself is divided into 25 sub subjects. Lisa covers mostly the journal articles followed by features, case studies etc. It is seen that Indian contribution to LIS literature at international level is average. There is strong need of initiatives to be taken by the government and library associations to help and motivate LIS professionals to contribute more in research. The research at international level helps in the socio economic development of the country.

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