



## Response of Library and Information Science Schools of Northern India to UGC Model Curriculum-2001: An Analysis

### KEYWORDS

**Dr Shabir Ahmad Ganaie**

Senior Assistant Professor, Department of Library & Information Science, University of Kashmir, Srinagar-190006 India.

### 1. INTRODUCTION

The seeds of library science education programmes were sown in India during 1911, owing to the initiatives taken by Sayaji Roa Gackwad II the ruler of the erstwhile Baroda state who had realized the importance of libraries as the most crucial factors for all round development of the society and for education of the masses. In 1910 he invited W.A. Borden from USA for establishing a network of libraries in the state of Baroda. The Maharaja also visualized that suitable manpower is required for manning these libraries. Under the directions of Borden, He started a library training programmes at Baroda in 1911. Another landmark year in the history of LIS education in India is 1915 when it was started in Punjab University at Lahore under the direction of, Asa Don Dickenson. The Vice Chancellor of Punjab university, Lahore(now in Pakistan) invited Asa don Dickenson to organize the Punjab university Library, introduce library training and teach modern library methods to those librarians who were employed in the university library and its affiliated colleges in Punjab (Aman & Sharma, 2005). Dickenson started a three – month library course in 1915, which later was extended to six months duration. On completion of the course, students were awarded a certificate in library science (Kannur, 1986). This school has the pride to be the first school of library science in (undivided India), patronized under university system. The training school at Punjab university was considered to be the second known library school in the world, the first being the Columbia School (Agarwal, 2004).

In the University of Delhi, Department of library science was established in 1947 to conduct Post-Graduate Diploma Course. University of Delhi was the first university to start a doctoral programme in library science in the entire British Commonwealth in 1949. By the end of 1950's there were 13 library science schools in India (Krishan Kumar & Sharma, 2008). Dr S R Ranganathan conceptualized Documentation Research and Training Centre (DRTC), Bangalore under the auspices of Indian Statistical Institute in 1962 for imparting a specialized training programme in documentation. DRTC was conducting a course leading to "Associateship in Documentation and Information Science" (ADIS) but now it is labeled as Master of Science in Library and information Science since 2008. Indian National Scientific Documentation Centre (INSDOC), now named as National Institute of Science Communication and Information Resources (NISCAIR) started a course in Associateship in Documentation in 1964 and this course is now labeled as Associateship in Information Science (AIS). Library science courses were also started in five more universities-Hyderabad, Osmania, Panjab, Poona and Rajasthan in the decade of 1960's (Patel & Krishan Kumar, 2001). During 1980's, in addition to formal teaching courses, some universities introduced correspondence courses at various levels. While as M.L. Sukhadia University and Kashmir University introduced correspondence course at certificate level, Punjabi University started a diploma course and University of Madras initiated postgraduate courses. Andhra Pradesh Open University started a degree course in 1984. Indira Gandhi National Open University (IGNOU), New Delhi, introduced BLIS in 1989. It has played a pioneering role in LIS education, and conducts BLIS, MLIS, PhD and PGDLAN (one-year postgraduate diploma) like courses through correspondence mode (Krishan Kumar & Sharma, 2010). The

decade 1990's is labeled as the "period of modernization" and "period of consolidation" in the annals of LIS in India (Krishan Kumar & Sharma, 2008, Khoo, Majid, & Lin, 2009). In 2004 there were 146 library schools [85 university level library schools, 27 offering LIS courses through correspondence or distance education and 32 colleges and institutions conducting different LIS programmes, 2 organizations, viz., NISCAIR and DRTC offering two year Associateship in information science (Jagtar, 2004).

LIS schools are taking care of producing competent professionals by providing instructions both theoretical and practical as per the curriculum prevailing in these schools. Basically three elements are involved in teaching of a subject. These are the teacher, the learner and the course content (Curriculum). In building the competent professionals for present and the future, course content (Curriculum) is as important as the other two components. However, course contents change with the passage of time as a result of social, economic, political, technological and technical developments that occur at national and international level. Karisiddappa (2004) has mentioned a number of factors that brought out lot of changes in the curriculum of library science education in India and subsequently led to change in the course contents prevailing in LIS schools in India. These factors are:

- The enactment of library legislation in a number of states in the country
- UGC assistance to college and university libraries towards the development of academic library system in the country
- Documentation work and services
- Mechanization of different library activities particularly information collection, storage, retrieval and dissemination.
- Internationalization and globalization of information and involvement of intergovernmental agencies like UNIDO, UNESCO, FAO etc.
- Establishment of international cooperative information systems like INIS, AGRIS, DEVISIS under the umbrella of UNISIST philosophy.

### 2. Courses Offered by LIS Schools in Northern India

LIS education is imparted by different institutions of Northern India in order to provide professional human resources to manage the libraries and allied institutions. Data collected from different sources like AIU handbook on LIS, Directories on internet etc revealed that there are 22 reputed institutions imparting education in LIS at masters level. However, thirteen LIS schools belonging to following institutions responded to the questionnaire and thus are included in the present study:

- |                                |        |
|--------------------------------|--------|
| 1. University of Kashmir       | (UK)   |
| 2. University of Jammu         | (JU)   |
| 3. Guru Nank Dev University    | (GNDU) |
| 4. Punjab University           | (PU)   |
| 5. Punjabi University, Patiala | (PiU)  |
| 6. Kurukshetra University      | (KU)   |
| 7. University of Delhi         | (DU)   |
| 8. Aligarh Muslim University   | (AMU)  |
| 9. University of Lucknow       | (LU)   |

10. Banaras Hindu University (BHU)  
 11. National Institute of Science Communication and Information Resources (NISCAIR)  
 12. Babasaheb Bhimrao Ambedkar University (BBAU)  
 13. Indira Gandhi National Open University (IGNOU)

LIS education in India is offered at various levels such as certificate, diploma, BLISc, MLISc, MLISc (2-year integrated Programme), Associateship in Information Science (AIS), M. Phil. and Ph.D. An insight of the courses offered by LIS departments under the scope of present study is presented in Table 1.

**Table 1**  
**Courses offered**

S.No.	Name of Institution	BLISc	MLISc	MLISc (2 Year)	M.Phil.	Ph.D	Other
1	University of Kashmir	x	x	√	√	√	
2	Jammu University	√	√	x	x	√	
3	Guru Nank Dev University	√	√	x	x	√	
4	Punjab University	x	x	√	x	√	
5	Punjabi University	v	√	x	x	√	
6	Kurukshetra University	√	√	x	√	√	
7	Delhi University	√	√	x	√	√	
8	Aligarh Muslim University	v	√	x	x	√	
9	Lucknow University	√	√	x	x	√	
10	Banaras Hindu University	x	x	√	x	√	√ **
11	IGNOU	√	√	x	x	√	√ *
12	NISCAIR	x	x	√	x	x	
13	BBAU Central University	x	x	√	x	√	
Total		8	8	5	3	12	2

\*PGDLAN \*\* PGDM

Table 1 depicts that there are 5 institutions (38.46%) conducting 2-year integrated MLISc programme. Eight departments (61.53%) are imparting education in truncated BLISc and MLISc programme. M. Phil. course is imparted by three and Ph.D. programmes by twelve departments. In addition to these courses, two universities are also conducting specialized programmes. While IGNOU conducts Post Graduate Diploma in Library Automation and Networking (PGDLAN), Banaras Hindu University (BHU) offers Post Graduate Diploma in Manuscriptology (PGDM). Although one year programme is still imparted by majority of departments but a growing trend among the departments is to introduce 2-year integrated MLISc Course instead of one year BLISc and MLISc courses.

### 3. Library and information science Curriculum-Indian Perspective

In library and information Science, the curricular change is a well accepted and continuous process in India. At the university level, after independence, the University Grants Commission (UGC) controls mainly the general course structure of various curriculums. A review of the literature shows that since its inception, UGC has played a prominent role in the development of college and university libraries and in the growth of library and information science (LIS) education in India. It has taken appropriate measures to formulate curriculum for the LIS department. The first review committee is known as Ranganathan Committee on Library science education and it published its report in 1965 entitled as "library science in Indian Universities". In 1980's, a marked change in LIS education programme was required due to introduction of IT in the library field. As a result the next attempt for the revision was initiated by the UGC in the early 1990's. The UGC constituted Curriculum Development Committee (CDC) on library and information science under the chairmanship of Prof. P.N Kuala. The report of this committee was published in 1992 under the title "Report of the curriculum development committee on library and information science." The publication of this curriculum helped the university departments to update their syllabi as per the requirements in the profession during these periods.

### 4. Model Curriculum, 2001- A brief Introduction

Soon after Kaula report, many changes occurred in ICT sector, which had a direct impact on the libraries. This made the UGC to undertake a study on this scenario. A committee was constituted under the chairmanship of Prof. C.R Karisidappa. The committee discussed all the aspects of the curriculum and fully proposed modular syllabi for Indian universities.

This report was published in 2001 under the title "UGC Model Curriculum Library and Information Science" (UGC, 2001). The then chairman, UGC Hari Gautam in his foreward to the report is of the opinion that this curriculum report has been produced to take care of the lacuna, defects/shortcomings in the existing curricula in certain universities, to develop a new Model Curriculum aiming to produce a one which is compatible in tune with recent developments in the subject" (UGC, 2001). UGC Model curriculum has followed the modular approach to the curriculum. There are six core modules and one module on electives. The modules are:-

- Module —1: Foundations of Library and information science
- Module —2: Knowledge organization, information processing and retrieval
- Module —3: Information Sources, products and Services
- Module —4: Management of Library and information centers/ Institutions
- Module —5: Information technology: Basics and Applications
- Module —6: Research Methods and Statistical Techniques
- Module —7: Electives: Information Systems

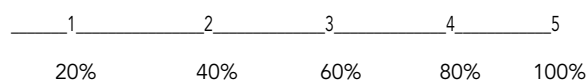
This modular curriculum provides flexibility to the departments to design their syllabus with modifications as per the local needs.

### 5. Adoption of Model Curriculum

In order to generate data for achieving the objectives of the present study, contents of different modules of Model Curriculum, 2001 are compared with the contents of individual departmental curriculum and then rating the extent of incorporation of different units of specified modules on a five point scale. The scale adopted is as follows:

#### Five point scale

1. Least adopted
2. Moderately Adopted
3. Reasonably Adopted
4. Fairly Adopted
5. Largely adopted



Particular rate is assigned to a particular unit by calculating the percentage of the contents of individual units of departmental curriculum with the contents of Model Curriculum, 2001.

**Module 1- Foundation of Library and Information Science**

This is the first module in Model Curriculum, 2001 and the intention is to equip students (future professionals) with the knowledge of basic philosophy of the profession. Different facets touching the core foundations of the profession are enumerated in this module. There are eight units in the first module of CDC – Report 2001.

Data collected from departments under the scope of present study depicts that individual departments have responded to different units of the module-I differently. Some units are adopted to a large extent and others are adopted to a least extent. A few units are adopted to a reasonable extent. Even same department has adopted one unit of Module-I to a large extent but another unit to a least extent. It is evident that all the five scales are visible in the data so far as the level

of adoption of the Module-I is concerned (Table 2). When the collected data is analyzed, following observations are achieved:

- Six departments (GNDU, PU, AMU, IGNOU, PiU, and LU) have largely adopted Module-I and the level of adoption varies between 90% to 100%.
- Five departments (BHU, UK, DU, NISCAIR and BBAU) have fairly adopted module I and the level of adoption varies between 70% to 80%.
- Two departments (JU and KU) have adopted module-I reasonably and the level of adoption is 55 % in both the departments.

**Table 2**  
Departmental adoption of Module-I

Unit	UK	JU	PU	PiU	GNDU	KU	DU	AMU	LU	BHU	IGNOU	NISCAIR	BBAU
I	5	5	5	5	5	5	5	5	5	5	5	1	5
II	4	5	5	5	5	5	5	5	4	5	5	1	5
III	1	1	5	5	5	1	4	5	5	3	5	4	5
IV	3	1	5	5	5	1	1	5	5	5	5	5	3
V	4	1	5	4	5	1	4	5	4	5	5	5	3
VI	3	2	5	5	5	2	4	5	4	2	5	5	3
VII	5	4	5	4	5	4	4	5	5	4	5	4	5
VIII	3	3	5	3	5	3	2	4	4	1	2	1	3
Mean	3.50	2.75	5.00	4.50	5.00	2.75	3.63	4.88	4.50	3.75	4.63	3.25	4.00
Percentile Status	70	55	100	90	100	55	73	98	90	75	93	65	80

These observations reveal that all the thirteen departments have adopted the contents of the Module-I significantly as the level of adoption is above 55 % (adopted reasonably). Majority of the departments (46%) have adopted it to a large extent while as five departments (39%) adopted it fairly and the remaining 15% departments adopted it to a reasonable level.

While comparing the syllabi of these Library and Information Science Schools with CDC report, it is observed that following concepts enumerated in CDC report 2001 are found in almost all the schools.

- Library: Social, Philosophical and Historical foundation;
- Five Laws of Library Science
- Information society: Genesis, Characteristics and implications
- Intellectual property Right;

**Table 3**  
Departmental adoption of Module-II

Unit	UK	JU	PU	PiU	GNDU	KU	DU	AMU	LU	BHU	IGNOU	NISCAIR	BBAU
I	5	5	5	3	5	4	4	4	5	4	5	1	2
II	4	5	5	5	5	3	4	5	5	5	5	1	5
III	5	5	5	5	5	4	4	5	5	5	5	1	4
IV	5	4	4	5	5	5	5	5	5	5	5	5	4
V	4	3	5	5	4	5	4	5	5	2	1	5	5
VI	5	4	5	5	5	5	5	5	4	4	1	4	4
VII	1	5	5	5	4	5	5	5	5	4	1	1	3
Mean	4.14	4.43	4.86	4.71	4.71	4.43	4.43	4.86	4.86	4.14	3.29	2.57	3.86
Percentile Status	83	89	97	94	94	89	89	97	97	83	66	51	77

However, after analyzing the data, following observations emerge

- Ten departments (UK, JU, PU, PiU, GNDU, KU, DU, AMU, IGNOU and LU) have adopted this module to a large extent and the level of adoption varies between 83% to 100%. Three departments (PU, AMU and LU) are having similar mean value in this category and their percentile status is 97%.
- Two departments (BBAU and IGNOU) adopted it fairly and the degree of adoption varies between 66% to 77%.
- NISCAIR adopted it to a reasonable extent and the level of adoption is 51%.

- Library Legislation;
- Professional Associations;
- Information Science;
- International and national Associations and organizations;
- Public relations and Extension Services.
- Library Profession

**Module 2: Knowledge organization, Information Processing and Retrieval**

There are seven units in this module. LIS departments under the scope of the present study have responded to the units of the Module II differently as is evident from the data collected from the departments. Even same department has adopted different units differently (Table 3). The data reveals that the departments have adopted different units of this module at different levels covering all the five scales from least adopted to largely adopted.

Thus these results state the significance of the Module-II as the adoption level varies between reasonable extent and large extent and it is not declining to moderately adopted or even to least extent scales. Majority of the departments (77%) have adopted this module to a large extent, 15% departments adopted it fairly and 8% adopted it reasonably.

While comparing the syllabi of the LIS schools with CDC report, it is observed that following concepts enumerated in CDC report 2001 are found in almost all the schools.

- Modes of Formation of Subjects
- Universe of knowledge as mapped in different schemes of classification

- General theory of classification; Normative Principles
- Species of Library Classification
- Standard schemes of Library Classification- CC, DDC and UDC
- Catalogue: Purpose, structure and types.
- Standard codes of cataloguing-AACR-II and CCC
- Document description; ISBD's, MARC, CCF
- Subject cataloguing ;
- Pre and Post coordinate indexing systems
- Vocabulary control; indexing languages

- Information Retrieval models
- Evaluation of information retrieval systems
- Abstracting : types

### Module 3: Information Sources, Products and Services

There are six units in the third module. LIS Departments surveyed have responded to this module differently. While some units are least adopted by the departments, others have been adopted to a large extent as is evident from the organized data. Even same department has adopted units of this module with different levels (Table 4).

**Table 4**  
Departmental adoption of Module-III

Unit	UK	JU	PU	PiU	GNDU	KU	DU	AMU	LU	BHU	IGNOU	NISCAIR	BBAU
I	5	5	5	5	5	5	5	5	5	5	5	5	5
II	5	3	5	5	4	5	5	5	5	4	5	5	5
III	5	1	5	3	5	5	5	5	4	5	5	5	5
IV	3	4	5	5	4	1	5	3	5	5	5	5	5
V	5	4	5	5	1	5	5	5	5	5	5	5	4
VI	3	1	5	5	5	1	1	1	1	3	5	1	5
Mean	4.33	3.00	5.00	4.67	4.00	3.67	4.33	4.00	4.17	4.50	5.00	4.33	4.83
Percentile Status	87	60	100	93	80	73	87	80	83	90	100	87	97

After analyzing the data following observations emerge.

- Nine departments (UK, PU, PiU, DU, LU, BHU, IGNOU, NISCAIR, and BBAU) have adopted this module to a large extent. The level of adoption varies between 83% and 100%.
- Three departments (GNDU, KU and AMU) have adopted it fairly and the degree of adoption varies between 73% and 80%.
- One department (JU) has adopted this module to a reasonable extent and the level of adoption is 60% percent.

These finding reveal that most of the contents of Module-III has been adopted by the departments and the adoption level is above 60% (reasonable extent) and it does not decline to moderately adopted level or even to least adopted level. Majority of the departments (69%) have adopted it to large extent.

While introspecting the syllabi of these library and information science schools, it is observed that following concepts enumerated in CDC report 2001 are found in almost all the schools.

- Types of information sources: Documentary and Non-documentary ; Primary, Secondary and Tertiary
- Evaluation of information sources;
- Reference Service: Concept and trends

- Reference interview and Search techniques
- Categories and Nature of different Information users
- Information Needs of Users
- Information seeking pattern
- User Studies: Concept, Types, and Methods
- Information Services: CAS,SDI
- International, National and commercial Information Systems and Services
- User Education

### Module 4: Management of Library & Information Centers/ Institutions

There are nine units in the fourth module in CDC – Report 2001. Data collected from LIS departments under the scope of this study reveal that departments have incorporated the contents of this module differently. Level of adoption of different units varies between least extent and to a large extent (Table 5). The data collected from departments when analyzed reveals following facts:

- Two departments (BHU and IGNOU) have adopted this module to a large extent and the degree of adoption is 82 %.
- Eight departments (PU, PiU, DU, LU, BHU, IGNOU, NISCAIR, and BBAU) have adopted it fairly and the level of adoption is varying between 62% and 73%.
- Three departments (UK, GNDU and KU) have adopted it to a reasonable extent and the range of adoption is varying between 51% and 60%.

**Table 5**  
Departmental adoption of Module-IV

Unit	UK	JU	PU	PiU	GNDU	KU	DU	AMU	LU	BHU	IGNOU	NISCAIR	BBAU
I	4	5	3	4	3	5	3	5	5	3	5	5	5
II	3	5	4	3	3	5	3	5	5	3	5	5	5
III	4	5	4	4	4	2	3	3	5	3	5	5	5
IV	1	4	5	5	5	1	5	5	3	5	5	1	4
V	3	3	1	1	1	3	1	3	1	2	5	1	3
VI	1	4	3	1	3	2	3	2	3	3	5	4	4
VII	5	5	4	5	5	4	5	5	4	5	5	4	5
VIII	1	1	4	4	2	3	4	3	2	3	1	3	1
IX	1	1	1	1	1	1	1	2	1	1	1	1	5
Mean	2.56	3.67	3.22	3.11	3.00	2.89	3.11	3.67	3.22	3.11	4.11	3.22	4.11
Percentile Status	51	71	64	62	60	58	62	73	64	62	82	64	82

These observations reveal that LIS departments under study have responded to the contents enumerated in CDC report-2001 positively as the level of significance does not decline to moderately adopted or even to least adopted level. Although the adoption level of this module is above 51% in all the departments but majority of the departments (62%) have adopted it fairly.

While introspecting the syllabi of these Library and Information Science schools, it is observed that following concepts enumerated in CDC report 2001 are found in almost all the schools.

- Management: concept , definition and scope ; principles of management

- Management Schools of thought
- Human Resource Management ; Job Analysis and Description; Job evaluation
- Recruitment process ; Motivation
- Professional Development
- Financial Management: Budgeting techniques and methods
- Cost Effectiveness and Cost Benefit Analysis
- Reporting: Annual report compilation

- Library Housekeeping Operations: Different sections of library & information centres;

#### Module 5: Information Technology: Basics and Applications

There are eight units in the fifth module of CDC – Report 2001. However, eighth unit is not having any content. So data is collected only for seven units only. The data collected from departments under the scope of this study reveals that contents of Module-V are adopted by the departments significantly (Table 6).

**Table 6**  
Departmental adoption of Module-V

Unit	UK	JU	PU	PiU	GNDU	KU	DU	AMU	LU	BHU	IGNOU	NISCAIR	BBAB
I	5	5	5	5	5	5	5	5	5	5	5	5	5
II	5	4	4	4	5	5	3	5	5	5	5	5	5
III	4	3	5	5	3	5	5	5	5	4	5	5	4
IV	4	4	4	4	3	4	5	5	5	5	5	5	5
V	3	4	1	1	1	2	4	3	3	5	5	5	3
VI	4	4	1	4	5	5	5	5	3	5	5	5	5
VII	4	1	4	3	2	2	5	5	5	2	5	5	5
Mean	4.14	3.57	3.43	3.71	3.43	4.00	4.57	4.71	4.43	4.43	5.00	5.00	4.57
PercentileStatus	83	71	69	74	69	80	91	94	89	89	100	100	91

When this data is analyzed, it leads to following observations:

- Eight departments (UK, DU, AMU, LU, BHU, IGNOU, NISCAIR and BBAB) have adopted this module to a large extent. The level of adoption of this module among the departments varies between 80% and 100%.
- Five departments (JU, PU, PiU, IGNOU and KU) have adopted this module fairly and the level of adoption varies between 69% to 80%.

These observations reveal the significance of the contents of Module-V as the adoption level is above 69% (adopted fairly). Majority of the departments (62%) has adopted it to large extent and the remaining 38% have adopted it fairly. Adoption level has not declined to reasonably or to moderately level or even to the least level. While introspecting the curriculum taught in the surveyed LIS schools, it was found that a number of new competencies not enumerated in the CDC report but having relevance to LIS are incorporated in the curriculum. Two departments IGNOU and NISCAIR have adopted almost all the elements enumerated in this module. While as Punjab University has adopted it to the low level when compared with rest of the departments.

While introspecting the syllabi of LIS schools, it is observed that following concepts enumerated in CDC report 2001 are found in almost all the schools

**Table 7**  
Departmental adoption of Module-VI

Unit	UK	JU	PU	PiU	GNDU	KU	DU	AMU	LU	BHU	IGNOU	NISCAIR	BBAU
I	5	4	4	4	4	5	5	5	5	4	4	1	5
II	5	4	4	4	4	5	4	5	4	3	5	1	4
III	5	5	5	5	5	5	5	5	5	5	5	1	5
IV	5	5	5	5	5	5	5	5	5	4	5	1	5
V	5	4	4	4	3	5	5	5	5	3	5	1	4
VI	5	3	3	1	2	4	5	5	5	2	5	5	1
VII	5	4	5	5	5	1	5	1	5	3	1	1	4
Mean	5.00	4.14	4.00	4.00	4.00	4.29	4.86	4.43	4.86	3.43	4.29	1.57	4.00
Percentile Status	100	83	80	80	80	86	97	89	97	69	86	31	80

Data gathered from the departments after analyses generates following information:

- Seven departments (UK, JU, KU, DU, AMU, LU and IGNOU) have adopted this module to a large extent and the level of adoption varies from 83% to 100%.
- Five departments (PU, PiU, GNDU, BHU and BBAU) have adopted this module fairly and degree of adoption is in the range of 69% to 80%.
- One department (NISCAIR) has adopted it to a little extent and the level of adoption is 31%.

- Information Technology: Foundation & components;
- Computer: Development & Generations; Computer Architecture
- Operating System: (Single & Multiuser Systems, MS-WINDOWS, Linux, Unix, Windows-NT)
- Programming Languages
- Algorithm and Flowcharts
- Library Automation (planning and implementation)
- In-house operations (Acquisition, Cataloguing, Circulation, Serials Control, OPAC, CAS, SDI, IRS)
- Library Automation software packages like SOUL, CDS/ISIS
- Networks: Concept and types
- Internet: Internet Services: E-Mail; FTP; Telnet
- World Wide Web; Search Engines. Web Design
- Digital Libraries; Metadata;

#### Module 6: Research Methodology

There are eight units in the sixth module in CDC – Report 2001. As there is no content in eighth unit, so data of the first seven units is collected. LIS departments have adopted this module differently as is evident from the data collected from the departments (Table 7).

Thus these observations reveal that most of LIS departments under the scope of this study have responded to this module of CDC Report 2001 in a positive way. Majority of the departments (54%) have adopted contents of different units of this module to a large extent and a few departments (38%) have adopted it fairly. NISCAIR has adopted it to a least extent. This may be because NISCAIR is engaged in providing training courses only and having least concern with the research activities.

Topics related to following areas are enumerated in the curriculum of the majority of the schools under the scope of the present study.

- i. Research
- ii. Research Design
- iii. Research Methods
- iv. Research Techniques and Tools
- v. Data Analysis and interpretation
- vi. Bibliometrics, Scientometrics & informatics
- vii. Research Reporting

**Module 7: Electives**

In CDC-report there are ten elective papers with following nomenclature:

- 1. Health information system
- 2. Business information system
- 3. Agricultural information system
- 4. Social science information system
- 5. Environmental information system
- 6. Legal information system
- 7. Industrial information system
- 8. Archival, Museum information system.
- 9. Biotechnology information system
- 10. Rural information system

LIS departments in Northern India under the scope of this study have responded to these electives differently (fig 1).

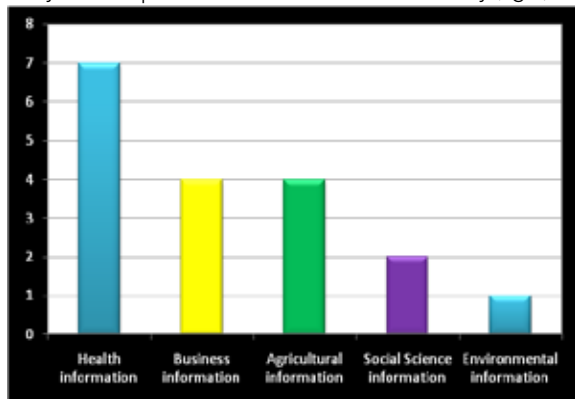


Fig 1

**Table 8**  
Overall adoption of CDC-Report contents by Departments

Module	UK	JU	PU	PiU	GNDU	KU	DU	AMU	LU	BHU	IGNOU	NISCAIR	BBAU
I	3.5	2.75	5	4.5	5	2.75	3.63	4.88	4.5	3.75	4.63	3.25	4
II	4.14	4.43	4.86	4.71	4.71	4.43	4.43	4.86	4.86	4.14	3.29	2.57	3.86
III	4.33	3	5	4.67	4	3.67	4.33	4	4.17	4.5	5	4.33	4.83
IV	2.56	3.67	3.22	3.11	3	2.89	3.11	3.67	3.22	3.11	4.11	3.22	4.11
V	4.14	3.57	3.43	3.71	3.43	4	4.57	4.71	4.43	4.43	5	5	4.57
VI	5	4.14	4	4	4	4.29	4.86	4.43	4.86	3.43	4.29	1.57	4
Overall Mean	3.95	3.59	4.25	4.12	4.02	3.67	4.26	4.43	4.34	3.89	4.39	3.32	4.23
Percentile Status	66	60	70.5	68.6	67	61.1	71	73.8	72.3	64.8	73.1	55.3	70.5

Table 8 depicts that although all the thirteen departments have adopted the contents of the CDC-Report, but there is difference in the adoption level. While AMU has adopted maximum contents (73.8%), NISCAIR has adopted the least (55%). These results indicate that majority of the departments (85%) have adopted CDC-Report fairly and remaining (15%) had adopted it to a reasonable extent.

**7. Discussion**

LIS fraternity in India is well aware about the vibrant nature of library and information science discipline and has taken initiatives for making it upto-date and compatible with the developments taking place in the information landscape. UGC being the national agency concerned with higher education in India has taken appropriate steps at different times for improving the quality in LIS education sector. UGC has introduced curriculum with new and novel concepts with the aim that skills and competencies required by LIS professionals for delivering effective and efficient services to the patrons of libraries and information centers. The model curriculum 2001 circulated by UGC to universities conducting LIS courses is an endeavor

- a) Seven departments have adopted health information system.
- b) Four university departments are teaching business information system.
- c) Four departments have adopted agricultural information system.
- d) Two departments are conducting courses of social science information system and
- e) One department has adopted environmental information system.

**6. Overall Adoption of CDC-Report 2001**

After calculating the adoption level of individual modules of CDC-Report 2001, calculations were performed to know the overall adoption of CDC-report by the library and information science departments under the scope of this study.

However calculations were made of only the six modules as the seventh module in CDC report enumerates only the titles of elective papers not the contents. Thus no calculations were performed for the seventh module.

Mean values of all the six modules calculated on the basis of adoption of contents by departments were taken into consideration in order to know the overall level of adoption of CDC-Report by the departments. (Table 8)

in this direction. Data collected from the thirteen LIS departments in Northern India reveal that these departments have responded differently, some adopted it fairly (85%) and others (15%) adopted it to a reasonable extent. Even the same department has adopted different units from different modules. Thus there are variations and differences in the curriculum being taught in these departments. There are concrete reasons for this variation as revealed by the concerned authorities involved in LIS education. And the reasons are

- Since 2001 a number of changes have taken place in the intellectual world and the same have influenced the discipline of LIS.
- UGC has not taken any initiative to revise its model curriculum since 2001.
- Individual departments having expertise in handling and managing these developments had adopted these new developments in their curriculum.

This discussion leads to the fact that in order to achieve homogeneity and uniformity in the curriculum contents, moni-

toring of the developments in the discipline of LIS should be carried out on regular basis by some regulatory agency like UGC or any other such body. Library Associations like Indian Library Association (ILA), Indian Association of Teachers in Library and Information Science (IATLIS), Indian Association of Special Libraries and Information Centers (IASLIC) etc. can also play a prominent role in this direction.

### 8. Conclusion

In the present globalization era, it is very essential that educators in the discipline of library and information science would keep a constant vigil on the recent developments taking place in the professional world of LIS. They are supposed to take appropriate action in order accommodate these new trends in the LIS curriculum in order to make it vibrant and dynamic. Only then the pass-outs from the LIS schools can face the challenges posed by globalization. Individual LIS schools must take appropriate steps to revise their curriculum regularly in order to delete rusty and out of date components and introduce new concepts relevant to the contemporary society.

### REFERENCE

- Aman, Mohmad. M. & Sharma, R.N. (2005). Development of Library and Information Science Education in South Asia with Emphasis on India: strengths, problems and suggestions. *Journal of Education for Library and Information Science*, 46(1). | Agarwal, S.P. (2004). Library and information education in India. In Mangla, P.B and Prasher. R.G. (Eds.), *LIS Education in South Asia–Progress, problems and prospects* (pp. 151-169) Ludhiana; Medallion Press. | Jagtar Singh (2004). LIS education in South Asia. In Mangla, P.B and Prasher. R.G (Eds.), *LIS Education in South Asia–Progress, problems and prospects* (pp. 45-58). Ludhiana; Medallion Press | Kannur, M.B. (1986). *Transnational Library Relations: The Indo-American Experience*. University of Poona, Pune. | Khoo, Christopher, S.G., Majid, Shaheen & Lin. P., Chihfeng (2009). *Library and information Science Education in South Asia*. In Abdullahi, Ismail (Ed) *Global library and Information Science: A Textbook for students and educators*. (pp. 194-220) Germany; IFLA. | Krishan Kumar & Sharma, Jaideep (2008). *Library and Information Science education in India*. In Chilane, Rajwant Singh (Ed.) *Challenges for South Asian Resources and information Services* (pp. 9-40). New Delhi; Concept publishing company. | Krishan Kumar & Sharma, Jaideep (2010). *Library and Information Science Education in India: A Historical Perspective*. *DESIDOC Journal of Library & Information Technology*.30(5), 3-8 | Mangla, P.B. (1998). "Library and Information Science Education: Trends and Issues," In P.B. Mangia, D.R. Kalia & Neela Jagannathan (Eds) *50 Years - Library and Information Services in India*, (pp. 285-293). New Delhi: Shpra, 1998. | Mangla, P.B. (2004). *L&IS Education in South Asia-India, Pakistan, Bangladesh and Sri Lanka*. In Mangla, P.B and Prasher, R.G (Eds), *LIS Education in South Asia–Progress, problems and prospects* (pp. 3-44). Ludhiana; Medallion Press. | Patel, Jashu & Kumar, Krishan (2001). *Libraries and librarianship in India*. USA: Greenwood Press. | University Grants Commission, India (2001). *Model Curriculum : Library and Information Science*. New Delhi, India. | Verma, N. (2004). Education and training of information professionals of 21st century In Vashisht, C.P. and Satija M.P. (Eds). *A futuristic perspective in library and information profession in India – Vol. 1*. (pp. 223 – 233). Delhi: B.R. Publishing Corporation.