UGC-CDC RECOMMENDATIONS ON CURRICULUM DEVELOPMENT
IN LIBRARY AND INFORMATION SCIENCE, 1993 - A REVIEW

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The observations and recommendations arising from different seminars and committee reports including the role of the University Grants Commission (UGC) in Library & Information Science (LlSc) education are noted. Critically examines various recommendations of the UGC Curriculum Development Committee (CDC) in LlSc (1993) in the context of the experiences of the Department of Library and Information Science at Vidyasagar University, Midnapore and suggestions for their implementation are offered. Modular curriculum has been proposed as an alternative to the master plan recommended by the CDC.

INTRODUCTION

On November 3, 1952, the Government of India resolved to create a University Grants Commission (UGC) in pursuance of the recommendations of the University Education Commission (1948-49). Since the enactment of the UGC Act by the Parliament in 1956, the UGC has been functioning as an autonomous and statutory body. The existence of a body like the UGC has significance for the development of higher education in the country in many respects. The development, promotion and maintenance of standards in institutions of higher education and research are stated to be the central responsibility of the UGC. The section 12 of the UGC Act, 1956 stipulated that "It shall be the general duty of the Commission to take, in consultation with the universities or other bodies concerned, all such steps as it may think fit for the promotion and coordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities" [5].

In terms of the above provision, the main objective of the UGC should be to raise the level of university education to the highest standard in the country.

In the area of library and information science, the first effort was made by UGC, when it appointed a Library Committee in 1957 under the Chairmanship of Dr. S.R. Ranganathan [12]. One chapter of the report was devoted to library science education. Realizing the need for larger number of trained library personnel in the country and the need for maintenance of quality of training, a Review Committee on Library Science was appointed by the UGC in 1961 again under the Chairmanship of Dr. Ranganathan. The Committee in its report laid down for the first time in the country a detailed pattern for Library and Information Science (LlSc) education [15]. Apart from these reports, efforts for developing of standard pattern for LlSc education are also evident from the recommendations of UGC Panel on Library and Information Science appointed in 1979 and 1982 respectively.

LlSc EDUCATION AND CURRICULUM

Recognition of the role of information as a vital input for development necessitates an adequate library and information infrastructure for the efficient and effective functioning of a national development system. Such a structure requires sufficient professionals with quality to plan, design, organise, manage and operate a wide range of libraries and information centres in the country. LlSc is a professional education like medicine, law, engineering, etc., aimed to develop the educands with adequate knowledge and skills for secondary
information work and services at different levels. To achieve the objectives, the LISc departments of universities conduct courses leading to Bachelor's (BLISc), Masters (MLISc), M Phil and Doctoral degrees for professionals.

It is felt that the existing pattern of LISc education in India should be able to meet the challenges of economic, scientific, technological, social and educational needs of the country. In the context of the current and likely future developments in library and information services, more emphasis on information technology including library automation in the curriculum of library schools, with necessary hardware and software facilities are required, keeping in view the fact that India cannot completely do away with traditional libraries and go for allround latest technologies adopted by the advanced countries of the world. Hence, there should not be a major deviation from the traditional pattern of papers and course contents. In spite of numerous papers written on LISc education, discussions in seminars and the recommendations in the reports of various committees and commissions, a number of problems relating to the curriculum in LISc still remain unsolved. A curriculum is defined as "........ the outcome of many interactions and search for agreement among various experts and it results almost inevitably in endless debates" [6]. But, a debate cannot be a substitute for a decision.

CURRICULUM DEVELOPMENT COMMITTEE (CDC) IN LISc

On the recommendations of the Panel of LISc, UGC constituted a CDC in LISc in 1990 under the Chairmanship of Prof. P.N. Kaula with the following objectives [13]:

i) to examine the existing curriculum in LISc of different universities in term of quality as well as the workload;

ii) to examine how the new curriculum would meet manpower needs of information centres in the modern age in the light of national development;

iii) to devise a model curriculum which will be relevant to the requirements of the country;

iv) to suggest the textual material needed to follow the new curriculum;

v) to suggest ways and means of preparing textbooks, teaching aids, library as well as laboratory requirements in implementing the proposed curriculum; and

iv) to suggest orientation programme for teachers in order to impart instruction according to the revised curriculum.

It was envisaged that this endeavour of CDC would be able to offer a generally uniform pattern of LISc education in the country which in turn may facilitate the mobility of students from one region to other.

OPERATIONAL STAGES OF CDC

Questionnaires along with the guidelines were circulated to 69 university departments of LISc with the request to send their existing syllabi and to associate their faculty members in the process of identifying suggestions as per the prescribed proforma. But, a very poor response was received by the CDC (only 24 departments responded to the questionnaire).

Five meetings of CDC were held between 1990 and 1992 and apart from CDC members, 11 persons representing different universities and information centres attended the meetings as special invitees. A workshop was also organised on February 12, 1991 in the UGC office to debate upon the various issues relating to the curriculum design. After analysis of existing syllabi in LISc and on the basis of the working documents prepared by the subject experts, the possible areas of the subjects were identified under core and elective papers and the detailed draft syllabi were invited from the experts for each paper. While doing this, curricula of Sheffield University and Indira Gandhi National Open University (IGNOU) and curricula as suggested by Prof. F.W. Lancaster, Prof. A. neelameghan, Prof. G. Bhattacharyya and Prof. S. Parthasarathy were taken as feedback.

The CDC in its fifth and final meeting held on 13-19 January 1992 evolved the model syllabi after debating on the draft syllabi received from the different experts. The report of the CDC accompanying the model syllabi was submitted to UGC for its consideration and published in 1993 [13].
RECOMMENDATIONS OF CDC: CRITICAL OBSERVATIONS

A critical analysis of the CDC's recommendations on the different aspects having bearing on the development of curriculum are presented in the following sections.

Levels of Courses

The two streams of professional education in LISc, viz, Academic (Professional) and Professional specialization have been reported to be evident in India. Under the former, seven levels of education have been identified in which BLISc (Post degree courses), MLISc, M Phil and Ph D are conducted by the universities. In the later stream, four courses-Certificate, Diploma, Associateship, and Fellowship imparted by the professional associations, autonomous institutions and deemed universities have been identified. Diploma course appears under both the streams, the reasons of which have not been stated in definite terms. The basis of grouping the courses under the two streams is not indicated. M Sc course in Information Science (2 years) conducted by the Birla Institute of Technology, Ranchi has not been included in the report. However, the following courses in LISc have been suggested by the CDC:

(a) M Tech in LISc (incorporating technologies like computers, non-book materials and e-mail);
(b) Master in Information Science;
(c) B Tech in LISc;
(d) M Lib Sc should be research based;
(e) MLISc integrated course of two years, launching of which is optional to universities, for example, the CDC report [13, p.19] mentions that a two year part-time MLISc programme is conducted by Calcutta University. (This is not the integrated course since a separate one year BLISc programme is conducted there); and
(f) BLISc programme in selected colleges.

From the above, it appears that the CDC is of opinion that university departments be exempted from launching the BLISc programme. But, in view of the infrastructural conditions prevailing in the colleges, this suggestion does not seem to be proper.

Admission Policy

The CDC has suggested

i) to reserve seats for deputed candidates and Certificate holders in library science;
ii) to give weightage to post-graduate degree holders with equal and proportional weightage to all disciplines;
iii) admission test and interview as the criteria for selecting the candidate;
iv) to restrict the number of admission to 1:5 teacher-student ratio; and
v) either Master of Library & Information Science or Associateship program of two years duration should be the academic requirement for admission of the Ph.D. But the question of recognition of the Associateship program of INSDOC/DRTC as equivalent to MLISc degree is a long debated issue and a section of universities are reluctant in admitting the students having ADIsc/AIsc into their Ph. D programme. Time has come to give serious thought on this aspect by the professionals. Number of intake of students at different levels needs to be looked into.

Medium of Instruction

English has been suggested by CDC as medium of instruction at university level of courses in particular. The regional languages needs to be considered as the medium of instruction at the BLISc level.

Teaching Staff

The CDC reiterates the recommendations of UGC Panel on LISc (1982) in respect of minimum number of teaching posts - i.e. five teachers for a department running only BLISc course - one Professor, one Reader and three Lecturers and eight teachers for a Department running both BLISc and MLISc courses - one Professor, two Readers and five Lecturers. But the CDC report is silent about the departments running M Phil courses. Inspite of the repeated recommendations made by the Library Committee [12] and the Review Committee on Library Science [15] both of the UGC, it has remained a distant goal for LISc schools in India to get the minimum number of teaching staff. It is quite
likely that the CDC report in this respect will not bring any change in the existing situation as happened earlier.

The rapid rate of technological development in the field of secondary information work and services necessitates that teachers having the knowledge of different aspects of Information Technology (IT) are to be recruited. The CDC reiterates this view by recommending the creation of additional teaching posts for the emerging areas like computer applications, informetrics/bibliometrics, reprography and micrographics, etc., but it is difficult to find adequate number persons for appointment as teachers in these areas. The experience at Vidyasagar University in this regard is not encouraging. At present, this problem can best be solved by inviting experts in these areas for lectures and demonstration and by appointment of part time lecturers and at the same time, by taking care of building the future professionals in this area. They have the advantage of bringing current practical experience into the class room and thus ensuring a firm link between the academician and practitioner, between theory and practice. The CDC has recommended such appointment. This method has been successfully implemented at Vidyasagar University and a very effective feedback from the students have been received. A multi-disciplinary area like LISc could often benefit from inter-departmental cooperation and in Vidyasagar University such cooperation are availed of from Physics, Statistics departments by employing their faculty members as guest teachers. Similarly, assistance from the depts. like Computer Science, Linguistics, Sociology, Psychology may also be sought for.

Orientation Programme for Teachers

For updating the professional competence of the existing teachers in LISc, the CDC has suggested organisation of different types of short-term courses and also deputation of teachers to advanced level courses of longer duration in and outside the country and giving them appropriate incentives.

As a matter of fact, the teaching in many of the department of LISc is based on the knowledge acquired by the faculty members several years ago. The following constraints for continuing education programmes [10] in respect of librarians are equally applicable for teachers in LISc:

(i) human inactiveness;
(ii) human ignorance;
(iii) lack of motivation towards knowledge acquisition;
(iv) psychological complexes towards attending formal courses;
(v) attitude of management;
(vi) financial constraints; and
(vii) duration, date and timing of the course
(viii) distance

A better course of action in overcoming the constraints would be to provide the means of promotion for those teachers who will attend the orientation programme. The Faculty Improvement Programme (FIP) meant for college lectures should also be extended to LISc teachers in the universities as a special case.

Teaching Methods

The CDC has suggested use of the following teaching methods in LISc:

i) Lecture Method
ii) Seminar Method
iii) Group Discussion Method
iv) Case-study Method
v) Project Method
vi) Tutorial Work
vii) Learning-by-doing, i.e. "Hands-on" Experiences
viii) Development of computer simulations. In order to implement the suggested teaching methods, it is imperative to have minimum infrastructure for the department.

Teaching Aids

Apart from black-board, the use of new teaching aids like overhead projector, slide projector (with synchroniser), AV equipment, PCs, etc. have been suggested to make the teaching-learning process more effective.

Library

The CDC report has provided the guidelines for the development of the departmental collection in LISc to provide basic and supplementary materials for course instruction. But, this guideline is not enough in the context of requirements of the De-
partment of LISc. Many subjects in BLISc and MLISc require students to use libraries intensively to gain practical hands-on experience by using these libraries. Thus, such libraries in the Department of LISc can also serve the purpose of workshop for their students as an alternative to real work situation during their training period.

Such a library cum workshop in the Department of LISc at Vidyasagar University has been set up. This is being developed not merely as a traditional departmental library, but for shaping it as a model miniature library with the active participation by the students, supported by various models useful for demonstration.

Workshop cum Information Processing Laboratory

The professional course like LISc is a “theory-based and practice-oriented course” [1]. Students are required to acquire the knowledge of different tools and techniques and their associated technologies relating to secondary information work and services. The LISc students should be made skilled through the repeated performance of the library routine work besides other practical work. The workshop/laboratory is a place providing such opportunities for experimentation, observation and practice relating to the courses of study. Accordingly, the CDC has recommended to set up a workshop cum Information Processing Laboratory for each LISc department and has identified different units for the proposed laboratory.

Though it is a relaity, yet it is often forgotten. The main problem concerning the development of an independent laboratory is of adequate financial support under the head of “purchase of laboratory equipment” for the LISc department. The experience at Vidyasagar University has been that the teachers of other depts were hesitant and even not ready to accept the concept of “Laboratory” in a subject like LISc (i.e. as Lab-based subject). A lot of difficulties are faced while getting allocated funds for the Workshop and laboratory. As a matter of fact, the Department of LISc of Vidyasagar University has been one of the few departments which took a lead in establishing a Workshop cum Library and IT Laboratory for their students and research scholars. What is wanted in implement-
of standards in teaching of LISc at different levels [9], it could not be materialised because of the very autonomous character of the universities. While emphasizing the need for developing such an agency, CDC has recommended a 'midway between not at all having an accreditation agency and having a compulsory authoritative accrediting body'. It would be optional to the universities to utilise the services of the accreditation agency. Universities may utilise their advisory services for the improvement of LISc courses. According to the CDC, Indian Library Association (ILA) or Association of Indian Universities should be persuaded to develop such an agency. This recommendation of CDC calls for urgent action and all national professional bodies must come and work together for formation of an accreditation agency which may otherwise immensely harm the LISc education of the country. This accreditation agency may be formed on the line of All India Council for Technical Education (AICTE), responsible for technical and management courses.

CURRICULA

CDC has suggested the curricula and guidelines for the different levels of courses in LISc like, BLISc, MLISc (one year and two year integrated courses), M Phil and Ph D. General objectives of the courses in different levels and specific objectives to be achieved by each paper have been laid down by the CDC. Bibliographies are also appended to each of the papers.

Core and elective/optional papers have been suggested both at the level of BLISc and MLISc. According to the CDC, core papers lead to basic required knowledge of the fundamentals of theory and practice in the subject. A wide choice of elective/optional papers from a variety of subjects at both the levels will offer an opportunity for faculty and students to pursue studies in area of special interest leading to a high degree of specialization. It is difficult to offer precise guidelines on the balance between core and elective papers. Different views of the seminars and subject experts, reveal that it does not provide for a uniform pattern for core and optional papers at MLISc level [8]. The choice of core papers requires to be uniform in all the LIS departments. The choice of elective courses for any particular department is closely related with both to it's infrastructural facilities (especially availability of teachers having knowledge and skill in the subject areas) and it's local needs.

The outlines of the courses as suggested by the CDC are reviewed in the succeeding sections.

BLISc Course

The outline of the papers (both core and electives) to be taught at BLISc course is given in the Appendix I. Wherein six papers as core and sixteen paper (out of which two of 50 marks each are to be taken) as electives have been suggested. Hence, the BLISc course will cover a total of 700 marks. The observations relating to the details of the course contents and alongwith the suggestions are detailed below:

i) Sessional works (with the provision for marks) indicating the nature of works to be carried out has not been provided, although the CDC is of opinion of conducting periodical examination/evaluation system on a set of units with the provision for scoring marks. It is suggested that library survey/users study and case study may be included as sessional works in the core papers I (Library & Information Society) and II (Library and Information Management) respectively.

ii) In paper III (core paper), methodology of teaching classification (practice) are not provided in the report. To equip the students with proper practicals it is necessary that class numbers constructed for the examples throughout the session for classification practice are arranged according to filing order of the given scheme (s) for submission at the end of the session. Steps in classification are to be illustrated for each example. Some marks should be allocated for this purpose.

iii) In paper IV (core paper), students are expected to study and understand only the theoretical aspect of subject indexing. It is now well recognised that a proper balance needs to be maintained between theoretical and practical teaching. Thus, the theory must be supplemented by the use of graded examples on practice, as suggested for library classification (practice) in paper III.

iv) Paper V (core paper) has correctly made the provision for practice in respect of study and
evaluation of reference sources and finding out information from them. In this context it is to be noted that the primary concern of a professional in the field of different sources of information and services is predominantly pertained to a subject or a group of subjects with which he may not be familiar. This calls for necessity of sufficient knowledge about the systematic method of study of subject and skill for applying this knowledge. This is equally true for secondary information work and services [2,3,7]. In view of this, there should be a topic/paper (core) on "study of subject" wherein each student should be required to undertake a project work on this aspect on a micro subject, which should comprise of identifying the different sources of information and preparing a bibliography of sources on the subject. This may be extended for the practical work of paper IV on library cataloguing and subject indexing. The experiment with this methodology at Vidyasagar University proved to be more effective to gain confidence to the students in doing such a project work on an unfamiliar subject. The LISc departments of Jadavpur University, Rabindra Bharati University and Kalyani University have also incorporated this methodology of work in their BLISc courses.

MLISc Course (one year programme)

The outline of the paper is given in Appendix II. Here, the CDC has suggested five papers and two elective papers (out of six) of 100 marks each and thus, covering a total of 700 marks. The observations and suggestions relating to the course contents (core papers) are:

(i) In paper I (Information and Communication: Evolution and Development), Study of subject for secondary information work and services has also been included. In the context of this paper, the systematic study of subjects adopting appropriate methodology will help the students in understanding the theoretical foundation of the structure and attributes of the universe of subject. One of the objectives of this paper would be "to familiarize students with the methodology of study of subject". A proper methodology in this respect needs to be spelt out. Similarly, "Economics and Marketing of Information" is an important topic which is missing in the syllabus and requires to be included in the Paper I.

(ii) There is repetition of the topic "Library and Information Policy", in paper I and II respectively. Paper I is the proper place for this topic.

(iii) The basic idea about scope, areas of application and some essential components of Information Technology (IT) like, AV technologies, optical storage technology, and related telecommunication technology with reference to microwave, gateways, switching systems, etc., e-mail, teleconferencing are not in the syllabus and needs incorporation in Paper III (Computer Technology, Library Automation & Information System) to build up proper insight of the technology.

(iv) There is no provision for practicals in paper III. Here, students are required to use processors and information retrieval software packages and to write a simple program. This will enable the students an understanding of library automation and methods of designing an information system. This practice has been adopted at Vidyasagar University.

(v) Topics like MARC, UNIMARC and CCF should be taught in paper IV under "Descriptive Indexing". By taking away these topics from paper III, new developments like Artificial Intelligence including Natural Language Processing and Expert System can be incorporated. An elective paper "Artificial Intelligence in Library and Information Work" may be added to the existing list of elective papers in MLISc course.

(vi) No practicals have been provided in paper IV (Information Processing & Retrieval). Objectives stated under this paper cannot be achieved without practicals. For this paper, students should be required to design a depth version of CC and a thesaurus on a subject selected in Paper I for Study of Subject. This method has been adopted as sessional work for "Information Processing and Retrieval" paper in the MLISc course at Vidyasagar University which is quite successful.

(vii) Methods of evaluation of an information retrieval (IR) system is an important aspect and needs to be taught at Masters level along with some important IR experiments.

(viii) A paper "Dissertation" in the MLISc course needs consideration. However, if a university
offers M Phil programme, dissertation may be dropped from MLISc course and be introduced in M Phil. In addition inclusion of following three elective papers is recommended in CDC list: Telecommunication & Networking, Business Information System and Industrial Information System.

MLISc Course (Two Year Integrated Programme)

The outline of the core and elective papers is given in Appendix III. Total nine papers have been suggested as core papers in which five papers (Paper I to V) to be taught in the 1st year and four papers (Papers VI to IX) in the 2nd year. The CDC has suggested to take the syllabus of Papers I and IV of 1st year from the BLISc Course module and the syllabus of Paper III of 1st year and VI and VII of 2nd year from the MLISc course module (one year course).

Twenty optional papers are provided under two groups: ten papers under Group A and ten papers for Group B to make a choice of two of 100 marks each. Syllabus of these optional papers are similar as outlined in BLISc and MLISc (one year) courses. Thus, two year integrated MLISc Course comprises of a total of 1100 marks.

Some of the observations relating to the course are

(i) The course for MLISc is to be spread over two academic years.

(ii) There is repetition of the database associated concepts like use of DBMS packages which include CDS/ISIS, D-Base, etc. in Papers V and VIII which should have been included in Paper VIII only. It seems to be printing error in text arrangement in between papers V and VIII. Types of Information services are also absent in Paper V.

M Phil Programme

The CDC has recommended four papers (Appendix IV) without any provision for optional papers. It is felt that a core paper on Education in LISc should be introduced in the M Phil course in view of the fact that the said course requires emphasis not only on research but also on the education in LISc.

Basically, students will have to do the similar work for the Papers II (Current trends in LISc) and III (Literature Survey) and hence, these two papers may be merged into one paper.

The CDC has not suggested the duration of M Phil programme. It is felt that this should be of one and half year duration in which six months may be for project and dissertation work. There may be five papers including dissertation/term paper.

Ph D Programme

The CDC has provided the guidelines and areas of research in LISc. The need for Post-doctoral programme in LISc has also been felt. However, the departments should be careful in selecting the topics for research and candidates for admission into the programme. Local problems should get priority in selecting the topics of research.

It has been reported in the workshop on CDC report on LISc held on 19.3.93 in the UGC office that the Central Government has in principle agreed to create a “Centre for Research in LISc”. It is the crying need of the time and the professionals must come together to insist upon the Central Government in the matter.

Special Courses

The CDC has also recommended for organisation of special courses on the recent advances in the sub-topics of the core subjects as well as electives of BLISc and MLISc programme. In addition, CDC has also provided a list of 38 subjects on which the special courses may be organised.

EXAMINATION REFORM

The UGC has been emphasising the examination reform programme realising the fact that the examination reform and curriculum reform are closely related. The main emphasis relating to the examination reform programme is on the continuous sessional evaluation as a supplement to the final examination. The UGC has suggested the following minimum examination reform [11]:

(a) The syllabus in each paper should be demarcated into well defined units/areas of content along with topic wise breakdown. In this con-
text, it is to be noted here that the CDC fails to incorporate this concept into the model curriculum in spite of accepting this in principle.

(b) There should not be very wide choice for answering questions in the examination. Choice may be given to students by providing alternative questions in each unit of the syllabus.

(c) Examiners should be free to repeat questions set in a previous examination in order to ensure that students do not leave any important portion of the syllabus.

The aforesaid suggestions of the UGC should become part of the model curricula and require to be implemented with a view to raise the standards of LISc education.

MODULAR CURRICULUM - AN ALTERNATIVE

The design of curricula for a dynamic inter-disciplinary subject like LISc raises awkward questions about the inclusion or exclusion of particular topics and the emphasis to be given to individual topics. The modular curriculum can solve the problem [6]. Such curriculum is not intended to match in detail the specific requirement of any particular LISc department. Each department has its own organisational framework which is particular to itself. As for the contents of the course one has yet to find two universities in India having identical curriculum or common objectives. Hence, rather than functioning as some kind of master plan for a curriculum, the modules can be used as a basis from which an actual curriculum can be designed, keeping in view the local conditions and needs. The modular structure of curriculum also facilitates the modifications and exclusion of parts of modules or even entire modules from the curriculum. Here, "each of the modules is given a weightage expressed in 'credits' which indicates the relative time to be devoted to the content of each module within the overall programme. Any department of LISc can use a particular credit rating structure for its own programme" [6].

CONCLUSION

It is very important to note that the ultimate authority for the implementation of the recommendations of the CDC rests with the universities. Suggestions advanced in the CDC report for standardising the LISc education may not be practicable at the moment since all the departments in LISc do not have adequate resources for maintaining a high standard. There has also taken place an unplanned proliferation of library schools in the country with the result that the number of sub-viable LISc departments has gone up and little or no attention has been paid to the consolidation of facilities in the department. There is also a resistance to change and innovation in the name of autonomy and academic freedom by a section of teachers.

The UGC has made several recommendations in respect of the improvement of curricula and restructuring of courses, but little is done to implement them. The UGC has not as yet carried out any formal inspection of a department (certainly after consultation with a university) for the purpose of ascertaining its standards of teaching, examination and research as required under section 13 (1) of the UGC Act, nor has it exercised the power under section 14 for withholding grants on account of not complying with any recommendations made by the UGC under sections 12 and 13. Hence, it would almost appear that the 'UGC has been a silent spectator of the chaos taking place in LISc education'. The Review Committee on UGC programmes was in agreement with the above view and suggested to use the powers given to the UGC under the Act as a last resort [14]. At the same time, UGC must come forward with necessary resources in respect of proper infrastructural facilities for the LISc departments. It would also be necessary for the UGC to persuade the universities to establish academic planning, evaluation and implementation boards to improve the academic standards.

The very size and complexity of the system of higher education in India indicate that the tasks of maintaining academic standards require an intensive and collaborative effort by various agencies, viz., Central Government, State Government, UGC, university administration, library and information professionals, teachers and students. All these agencies should work together to create a desired pattern of LISc education in India. Otherwise, the problems relating to LISc education will remain unsolved.

It is understood that the UGC has reconstituted the panel of LISc for a term of two years w.e.f. 1.6.94 to review the teaching and research
programme in LISc and to make recommendations for further improvement [4]. The panel must make a provision for feedback channel so that the criticisms and suggestions on the various issues of the recommendations of the CDC emanating at all levels in the country are collected and discussed while making recommendations for improvements of LISc education in the country.

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UGC-CDC RECOMMENDATIONS ON CURRICULUM DEVELOPMENT

APPENDICES

UGC-CDC RECOMMENDATION

Appendix I : BLISc Course

Core Papers
i) Library and Information Society
ii) Library and Information Management
iii) Library Classification - Theory & Practice
iv) Library Cataloguing and Subject Indexing - Theory & Practice
v) Information Sources and Services
vi) Computer Applications

Elective Papers
i) School and Children Libraries
ii) University and College Libraries
iii) Public Library System
iv) Government Department Libraries
v) Research and Development Libraries
vi) Archives Librarianship
vii) Engineering and Technology Library and Information System
viii) Medical Librarianship
ix) Agricultural Library and Information System
x) Law Libraries
xi) Music Libraries
xii) Industrial Library and Information System
xiii) Manuscriptology
xiv) Library Buildings, Fittings and Furniture
xv) Local Studies Librarianship
xvi) Non-book Materials

Appendix II : MLISc Course (one year programme)

Core Papers
i) Information and Communication : Evolution and Development
ii) Library and Information Management, Sources and Services
iii) Computer Technology, Library Automation and Information System
iv) Information Processing and Retrieval
v) Research Methodology and Informetrics

Elective Papers
i) Comparative and International Librarianship
ii) Higher Education and Academic Library System
iii) Communication, Mass Media and Public Library
iv) Bibliographic Control
v) User Education and User Studies
vi) Education for Library and Information Science
APPENDICES

Appendix III : MLISc Course (Two-year Integrated Programme)

Core papers

1st year papers
i) Foundations of Librarianship
ii) Library and Information Management
iii) Library Classification - Theory & Practice
iv) Library Cataloguing and Indexing - Theory & Practice
v) Information Sources and Services

2nd year papers
vi) Information and Communication : Evolution and Development
vii) Information Processing and Retrieval
viii) Computer Applications, Library Automation and Information System
ix) Research Methodology and Informetrics

Optional papers

Group A
i) Higher Education and Academic Library System
ii) Communication, Mass Media and Public Library System
iii) School and Children Libraries
iv) Medical Libraries
v) Law Libraries
vi) Music Libraries
vii) Engineering and Technology Libraries
viii) Agricultural Libraries
ix) Industrial libraries
x) Archive Libraries

Group B
i) Bibliographic Control
ii) Education for Library and Information Science
iii) User Education and User Studies
iv) Comparative & International Librarianship
v) Manuscriptology
vi) Preservation and Conservation
vii) Learning Skill and Reading Habits
viii) Library Buildings
ix) Local Studies Librarianship
x) Non-Book Materials

Appendix IV : M Phil Programme

Paper I : Research methodology

[In addition to theory, students are required to conduct a pilot research project with one of the research methods and present a research seminar]

Paper II : Current Trends in Library and Information Science

[In this paper, students are required to prepare a review paper on current trends in LISc and to make critical evaluation of a recent book/dissertation. Both of these reviews are to be presented in seminar, and followed by report]

Paper III : Literature survey

[In this paper, students are required to study the growth and development of a subject (other than LISc) and to review the literature on it including sources of information. Here, students will have to apply the techniques of condensation and consolidation of information]

Paper IV : Dissertation and Viva-voce

[Students are required to submit a research proposal of one particular topic within LISc, before undertaking it].