

LIS Curriculum in Indian Scenario: Trends and Challenges

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Abstract

Library and Information Science (LIS) education is 100 years old traditional field and remarkable achievement in the administration of the library and tremendous services to the user community. Curriculum develops the students through various ways like teaching, learning methods, instructional design, and internship cum training during the studies, and extension activities. This paper will discuss the LIS Education in India, Committees for the development of LIS Curriculum, Challenges for implementation of new curriculum, Impact of ICT in LIS Education. This paper concludes that the government should initiate National Knowledge committee's recommendations and appoint the committee to review the curriculum the present trends.

Keywords: Curriculum development, Library education, Library professionals, ICT

Introduction

Curriculum only defined after long debates from number of subject experts through curriculum development committee, board of studies and academic council. Library and Information Science (LIS) education is a part of cultivating Library and Information Science (LIS) professionals in the country to develop and maintain the systematic function of the academic libraries. All the LIS programmes like CLIS, BLIS, MLIS included the core papers like knowledge organization (classification, cataloguing, bibliography, indexing & abstracting, Metadata, Semantic & Syntactic analysis, controlled vocabularies, etc.), collection development (acquisition), information seeking behaviours of users, search strategies, library services (dissemination of the acquired library materials, reference), and management of the collection (preservation & conservation of documents). In the 21st century, the number of universities and colleges to start the LIS courses and implement the new curriculum to competent to make the efficient library professionals to serve in the country. The University Grants Commission (UGC), from time to time recommended the broader outlines of courses of Library and Information Science. So that this paper to analysing the need of changing the curriculum in the present trend in the country.

Objectives

In this way LIS curriculum changing various dimensions from 1911 to the present digital era. In this context, this paper analysing the LIS curriculum in the traditional trends and modern