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The Education and Curriculum Structure of Library and Information Science Department of
Gujarat State Universities: A Survey

By

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The Education and Curriculum Structure of Library and Information Science
Department of Gujarat State Universities: A Survey

Abstract:

Personal development, development of society, development of country and nation is based on education. Indian culture has been the culture of Rushimunis and Vedas since time immemorial. At that time, in order to acquire knowledge, studies were done in ashrams which included knowledge, art, skills, theology, practical knowledge, etc.

Recognizing the importance of education in the country, it is imperative that every member of the society, parents of students, experts in various disciplines, and the government should always strive for the spread of education. However, since the current education system is library-based, it is appropriate to say that the library is also taking advantage of this opportunity. It is no exaggeration to say that the library is the people's university and the librarian is also called the teacher of the teacher.

From the above matter, it is clear that the responsibility of shaping the future citizens is in the hands of the library profession as the library plays an important role in education both formal and informal. For example, just as an expert doctor can save his patient's life, an expert lawyer can save his client from punishment, an expert trader can give his client the best thing, in the same way, a library professional can give accurate information to his users and can make him a subject matter expert. Thus, since the literacy rate of the country is hidden in the hands of library professionals in addition to educational institutions, every library professionals should be educated and for this, he should get an education in library science. It is also important to note that their curriculum needs to change over time.

The present article is an attempt to introduce the origins, objectives, dissemination of library science education in India, and especially the status of library science education in the field of higher education in various universities of Gujarat state and its current curriculum.

Keywords:

Library and Information Science, Profession, Curriculum Structure, Higher Education, Formal and Informal Structure, Gujarat State

Introduction:

Libraries are considered as one of the educational institutions as well as educational institutions as they contribute to the upliftment and development of society. Thus the success of libraries depends on the services they provide. That is why the management and administration of libraries and other such institutions require specialized and qualified staff as well as technical knowledge, which is made possible by education in the field of library science.

Library science education is a profession i.e. education related to the library profession. The person who receives this education develops the ability to work, self-confidence and, leadership qualities. Institutions providing vocational education in any subject in the field of education should take the responsibility that not only education but also knowledge can be converted into the profession.

The history of library science education in India is not ancient history but a new one. Although the teaching of library science may have started too late in India in anticipation of big countries, it can be said that the importance of library science education in India was already recognized as well-trained manpower was required for planning and development at various levels. As a result, India is the only country after the United States where more and more educational centers were started in this profession. These include the Vedic age, post-Vedic age, Muslim age, British age, 1890s to 1950s age, post-Independence age, and Information Technology age.

During the above period, the level of library education has been gradually improving and today the library science has emerged as a profession. From which it can be said that its future is bright in India and periodic improvement in regular courses and syllabi is required to maintain the standard of library science education.

Review of Related literatures:

The following is a review of the research literature for the present article.

Fatima and Ansari (2021) have analyzed library and information science subject courses offered by established universities and educational institutions in various countries like the USA, the United Kingdom, and India. The main courses that this article compares include, in particular, the American Library Association (ALA) in the United States, the Chartered Institute of Library and Information Professionals (CILIP) in the United Kingdom, and the University Grants Commission in India (UGC).

He further states that accreditation provides uniformity and quality in education and that the American Library Association in the United States of America recognizes master's courses in LIS and provides a framework for following major LIS courses. India should also adhere to it, i.e. courses need to be recognized if uniformity is to be expected across the country. The result is that the quality of LIS education in India will automatically improve.

Kar, Bhakta, and Bhui (2018) have explained the current LIS teaching method offered by Vidyasagar University. Here this article evaluates the curriculum, curriculum structure, infrastructural features as well as its current status in the light of UGC Model Curriculum 2001.

It further states that balanced coverage of both theoretical and practical aspects enables students and trainees to engage in professional work. Thus, the main objective of LIS courses like BLISC, MLISc, and Ph.D. is to provide students with real-life contact through advanced training and practical experiments. It will also upgrade their level of knowledge considering the new boundaries of this library subject are highly experimental in nature.

Naskar (2016) has explained that librarianship is a profession and that it can be mastered only through library and information science education. As it is a vocational course, it should be run in universities and it should also have professional ethics. It also needs to have a proper and specialized curriculum structure. However, the curriculum is not the same as other general academic courses and therefore it should be prepared with foresight.

Thus, this paper deals with a proposal to restructure courses to deal uniformly for each LIS department. To illustrate this point he discusses here the advantages and disadvantages of different LIS course structures. He says that the time factor should be taken into consideration for creating an effective curriculum and it is nothing but the duration of the curriculum. What is emphasized here is the way of uniformity and it is suggested that a uniform pattern should be followed for it.

Ganaie (2012) in his study examines the curriculum structure in the curriculum of library and information science schools in a specific area of India at the undergraduate level. From the data collected it is clear that there are disparities in the curriculum adopted by the schools as well as the names of the same papers are also different.

However, he explains that the purpose of library and information science education is to produce competent professionals. Its curriculum is also very important as LIS is associated with the development of education libraries. That is why it is suggested that LIS schools should update their curriculum regularly. There needs to be a proper balance between theory and practice as well as uniformity in the papers adopted by LIS schools. In addition to organizing seminars, conferences, workshops, etc. at the regional and national levels on the theme of LIS education, it is recommended to conduct internships for LIS professionals.

In this regard, it further states that the University Grants Commission; the Library Association of India; the Indian Association for Teachers in Library and Information Science; And the Indian Association for Special Libraries and Information Centers, etc. can play a very important role.

Singh and Shahid (2010) in their present article emphasize the changing needs of library and information science curriculum in India as well as the need to make the curriculum effective. They point out that LIS professionals lack ICT skills and that library and information science candidates face problems in the job market. Employers are not satisfied with the skills of candidates who have studied library and information science, and they also expect candidates to be

able to effectively find, evaluate and use information, so they clearly indicate UGC's role in the LIS course. He further said that regular review committees should be formed to improve the curriculum.

In the article, the researcher discusses the history of LIS curriculum development in India, the need to develop a model curriculum for Indian library schools, the role of NAAC, and the implementation of the model curriculum.

Karisiddappa (2004) this article mainly discusses the positive and negative aspects of LIS education in developed countries and emphasizes the need for a model curriculum. The special fact is that the last 50 years have seen many transitions and contradictions in library and information science education. If India is to meet the challenges of library and information science education, it needs to set global standards. It does, however, suggest drastic and progressive changes in the curriculum and the creation of adequate and appropriate infrastructure. He also said that adopting a modular approach in India keeping in view the development of the international arena is one way to meet the present and future needs of the dynamic curriculum. It further states that the designed course content focuses on developing knowledge, skills, and tools that correspond to the formation, storage, communication, and integration of the four basic identified areas.

Statement of the Problem:

The topic of a current research article is given below

The Education and Curriculum Structure of Library and Information Science
Department of Gujarat State Universities: A Survey

Objectives of the Study:

1. To trace the development of the Library and Information Science department of Gujarat state universities.
2. To study and review the existing education and curriculum structure of the Library and Information Science department of Gujarat state universities.

3. To examine whether the curriculum meets the demands of the present time.
4. To propose a few suggestions for the betterment of the curriculum structure.

Scope and Limitation of the Study:

In this paper, the structure of the Library and Information Science department curriculum in Gujarat state universities has been discussed. These include BLISc and MLISc courses. The various universities in the state of Gujarat include only state government universities, one central university, and two private universities where library and information science courses are being run.

Methodology:

Data of the Library and Information Science department syllabus of various universities of Gujarat state has been collected from documentary sources and websites of that particular university.

Signification of the Study:

Library tradition has existed since ancient times. Even today in the present age he is giving his service to society. The library is considered to be the heart of the country's education system. Libraries play an important role in the social, economic, educational, and cultural development of any nation.

Today libraries are considered not only as libraries but also as information centers, information analysis centers. That is why the user has more responsibility in terms of the usefulness of information and experiments. Libraries nowadays perform many functions related to information for users such as selection, storage, transaction, analysis, etc. However, today's librarians are not only required to perform the above tasks and therefore require a high level of professional and managerial ability. As a result, the library needs not only the general employee but also educated, professionally qualified, and well-trained employees as librarians or library professionals. The word librarian is obsolete today. While they are known as information assistants, information providers, public relations officers, information

consultants, who are senior officers of the library. Melville Dewey was the first person to make this statement. Some scholars believe that the librarian plays an important role in society by providing guidance to the user based on the education, knowledge, training, experience, and skills he/she has acquired, for that education in library science is needed. To start and advance library science education in India, Dr. S.R. Ranganathan is a lion's share and for this, the field of library science will always remember him, with the help of which the librarian has got a proper position in society today.

However, the teaching of library science subjects is meaningful only when its curriculum is properly prepared and changes according to the demands of the time. The significance of the article presented in this way is self-evident.

LIS Education in India:

Before getting information about the beginning of library education in India, it is important to know the purpose for which library education has been started. Library science education has been started for the fulfillment of various objectives; the main objectives are as under.

- To impart training in various branches of knowledge in addition to technical knowledge to the library staff.
- To provide training on library management techniques and services.
- To inform the staff about the difficulties in managing the libraries properly and smoothly.
- To prepare adequate manpower for the management of libraries.
- To Provide knowledge of new techniques and methods.
- To awaken love and devotion for texts and libraries.
- To provide training to the working staff of the library.
- To provide training for the development of library and information services.

Now we will talk about when library education started in the USA, England, and India.

1. LIS education in the USA:

First of all, in 1880 England felt the need to recognize the library profession and library science as a subject. However, library science education in the world first began in 1887 at Columbia College in the United States, thanks to the efforts of Melville Dewey. It was named the School of Library Economics. Then, in the 19th century and towards the end, library science education began in many parts of the United States. Thus, the United States is the first country to offer a general course in library science as well as undergraduate, postgraduate, and Ph.D. degree courses.

2. LIS education in England:

England is the second country after America where the first school of library education was started in 1921 London School of Librarianship. In 2006, there were 14 universities offering LIS. However the word library was removed from many courses, and the word information was added, and library schools were largely referred to as LIS departments.

3. LIS education in India:

Library science education in India is allocated in various ways in which,

✓ Pre Independence Period (1911-1947)

The details are given below

- Certificate, Diploma, and Training Courses
- Post Graduate Diploma
- ✓ Post-Independence Period

It includes degree courses. The details are given below

- The Phase of 1947 to 1950s
- The Phase of 1960s
- The Phase of 1970s
- The Phase of 1980s
- The Phase of 1990s
- Trends in 21st Century

The beginning of education in the subject of library science in the state of Baroda at the suggestion of Mr. Borden, a disciple of Melville Dewey, was

made in 1911 and closed a few years later. Library science training was started at Punjab University in 1915 with the help of Dickinson, another student of Melville Dewey. This training continued until 1947. In addition to the above efforts, the library science training started by the Bengal Library Association (BLA) in 1935 is noteworthy and it was continued till 1945.

A true and pioneering attempt at library science education in India was made by Dr. S. R. Ranganathan and in collaboration with Madras University, Library science training began in 1926. This three month certificate course continued till 1936 when the same course was taken by Madras University under its responsibility since 1931 and in 1937 this course was made a one year diploma course. In addition, courses were started in Mumbai in 1944, Calcutta in 1946, Delhi in 1947, Aligarh in 1951, Baroda in 1956, and Nagpur in 1957 with Dr. S. R. Ranganathan's valuable and significant contribution.

The above type of diploma courses continued till 1964. In 1964, the Government of India, with the help of UGC, formed a review committee for library education under the chairmanship of Dr. S. R. Ranganathan to reshape these diploma courses. The undergraduate course was started at the suggestion of this committee.

Higher education courses such as postgraduate and research programs in library science were started by Delhi University in 1948. Importantly, till 1964, only Delhi university was running M.L.I.Sc. and Ph.D. level programs, While the first Ph.D. award in Library Science was given to D.B. Krishna Rao in 1957 by Delhi University.

The library science course is running since 1958 at Aligarh Muslim University, 1941 at Banaras Hindu University, 1957 at Vikram University, 1959 at Osmania University, 1960 at Punjab University, 1946 at Calcutta University, 1943 at Bombay University, and 1962 at Rajasthan University.

At the national level by Indira Gandhi National Open University, in the regional language by Baba Saheb Ambedkar Open University, educational programs like Bachelor of Education and Primary Teachers Certificate and also

in primary, secondary, higher secondary educational institutions have introduced the curriculum of library science.

In the context of the state of Gujarat, various courses of library science are run in various universities. Which includes the following universities.

- C. U. Shah University - Wadhwan City
- Central University of Gujarat (CUG) - Gandhinagar
- Dr. Babasaheb Ambedkar Open University (BAOU) - Ahmedabad
- Govind Guru University - Godhra
- Gujarat University (GU) - Ahmedabad
- Gujarat Vidyapith - Ahmedabad
- Hemchandracharya North Gujarat University (HNGU) - Patan
- Parul University (PU) - Vadodara
- Sardar Patel University (SPU) - Vallabh Vidyanagar
- Saurashtra University (SU) - Rajkot
- The Maharaja Sayajirao University of Baroda (MSU) - Vadodara
- Veer Narmad South Gujarat University (VNSGU) – Surat

We will study in-depth the various courses of library science run in the above universities.

UGC and Model Curriculum for Library and Information Science:

First of all, let us know where the efforts have been made by UGC to develop library and information science education and curriculum. The efforts that have been made include the following:

- Ranganathan committee for university and college libraries
- Ranganathan committee for library science in Indian universities
- Kaula committee on curriculum development in library and information science
- Subject Panel on library and information science
- Karisiddappa committee on curriculum development in library and information science

In view of the above in 2001, the Curriculum Development Committee formed by UGC under the chairmanship of Professor Karisiddappa developed a modular curriculum keeping in view the current development of the job market in India. He recommended courses for BLISc, MLISc as well as integrated two-year MLISc degrees. UGC Model curriculum has followed the modular approach to the curriculum. The modules are given here

- 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

Structure of curriculum of Library and Information Science in Various Universities of the Gujarat State:

Table 1

Universities established and Universities where LIS course is running in Gujarat state

Sr. No.	Established Universities	Universities running LIS course
01	81	12

From the above table, it is clear that a total of 81 types of universities have been established in different disciplines in the state of Gujarat, out of which 12 universities are running library and information science courses.

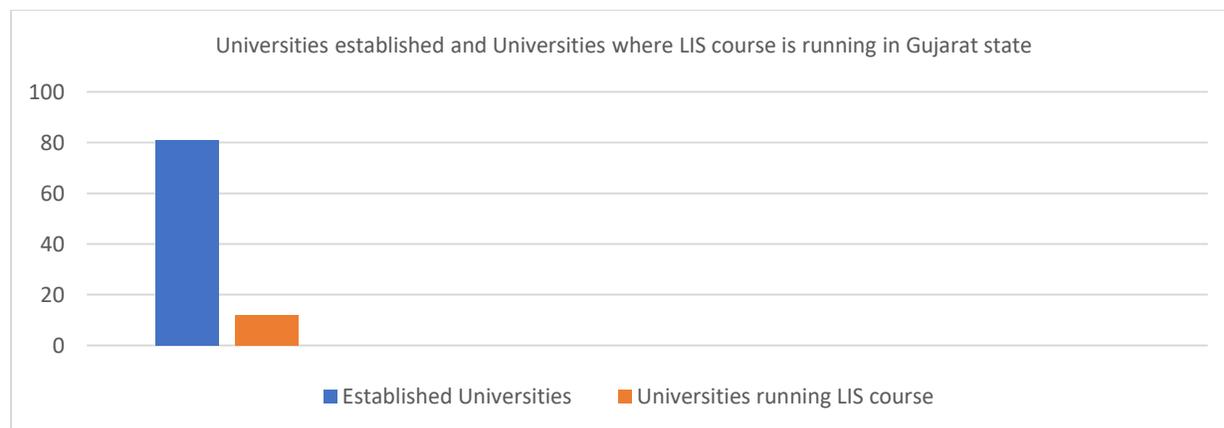


Table 2
Types of Universities where LIS course is running

Sr. No.	Types of Universities	No
01	Central University of Gujarat	01
02	State Universities of Gujarat	08
03	Deemed Universities of Gujarat	01
04	State Private Universities	02
Total		12

From the above table it is clear that library and information science courses are running in 1 Central University, 8 State Government Universities, 1 Deemed University, and 2 State Private Universities in the State of Gujarat.

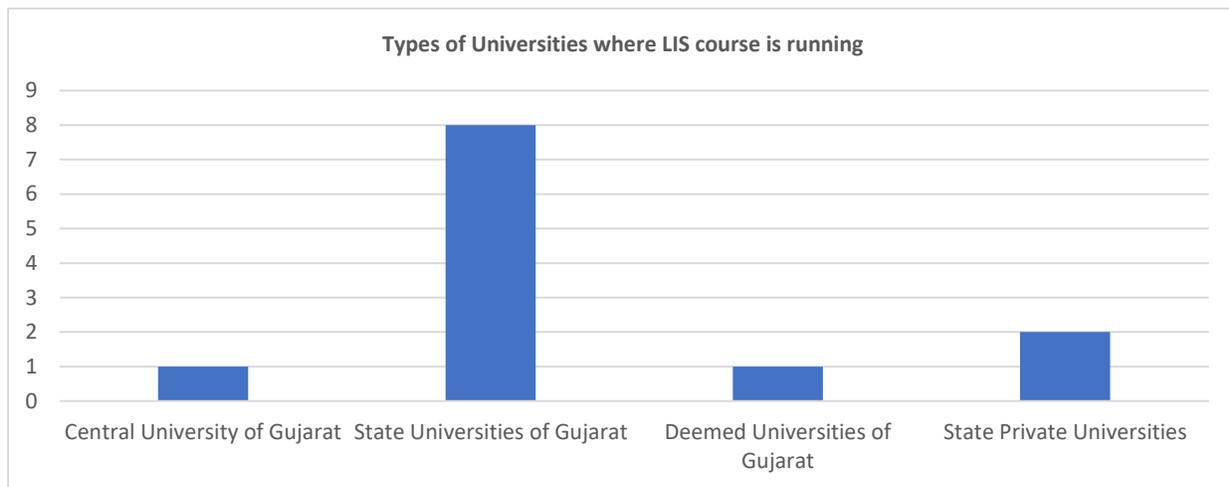


Table 3
Degree type where the LIS course is running in the University

Sr. No.	Courses	No
01	Only Bachelor Degree Course	01
02	Only Master Degree Course	00
03	Both	11
Total		12

From the above table, it is clear that in the state of Gujarat only 1 university is running an undergraduate course in library and information science while 11 universities are running undergraduate and postgraduate courses in library and information science.



Table 4

Duration of the course in the University

Sr. No.	Course Duration	No
01	1 Year (Only Bachelor Degree)	01
02	2 Year (Bachelor & Master Degree)	09
03	2 Year (Integrated Course)	02
Total		12

From the above table, it is clear that in the state of Gujarat only 1 university is running the one-year undergraduate course in library and information science, 9 universities are running the one-year course in library and information science at both levels like an undergraduate and postgraduate while only 2 universities are running 2 years an integrated course in library and information science.

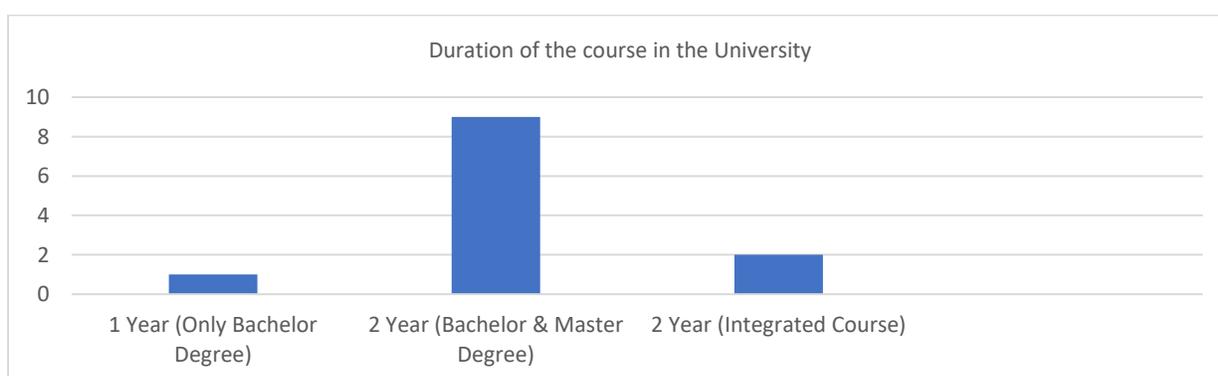


Table 5

Semesters of the course at the University

Sr. No.	Semester	No
01	Year wise (Bachelor & Master Degree)	01

02	2 + 2 Semester (Bachelor & Master Degree)	08
03	2 Semester (Only Bachelor Degree)	01
04	4 Semester (Integrated Course - Bachelor & Master Degree)	02
Total		12

From the above table, it is clear that in the state of Gujarat only 1 university is running one year undergraduate and postgraduate course in library and information science similarly only 1 university is running one year of a two-semester undergraduate course in library and information science. While 8 universities are running one year of two-semester undergraduate and postgraduate courses in library and information science and only 2 universities are running a two-year integrated course with four semesters in library and information science.

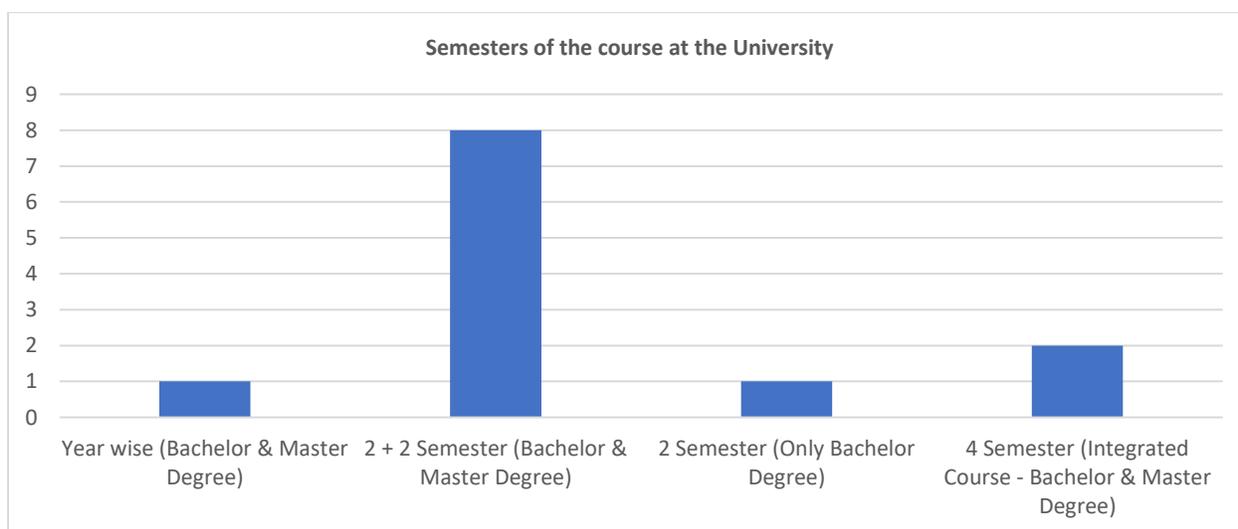


Table 6

No of papers in the course at various University

Sr. No.	No of Papers	No of Universities	
		BLISc Level	MLISc Level
01	8	02	03
02	9	01	02
03	10	02	03
04	11	02	01
05	12	03	01

06	14	01	00
07	16	01	01

From the above table, it is clear that there are a minimum of 8 papers and a maximum of 16 papers at the undergraduate and postgraduate level in the library and information science courses in various universities of the state of Gujarat.

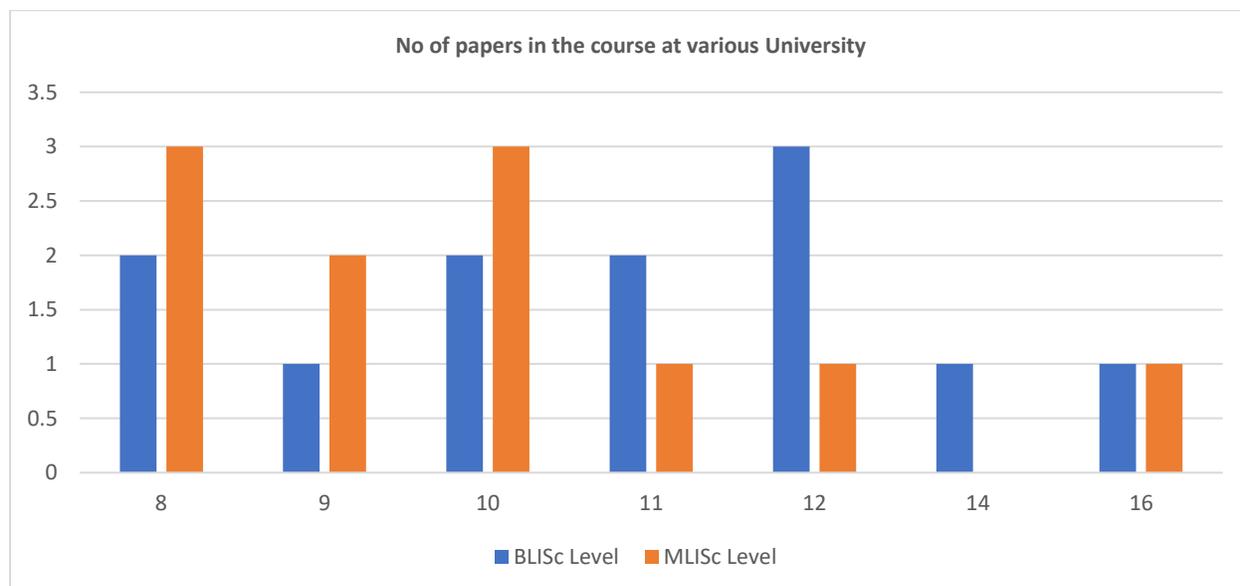


Table 7

A credit of the course at the University

Sr. No.	Credit	No of Universities	
		BLISc Level	MLISc Level
01	3	1	1
02	4	6	4
03	5	1	1
04	6	0	1
05	Different Credit	4	4

It is clear from the table above that there is a minimum of 3 credits and a maximum of 6 credits in undergraduate and postgraduate level papers in library and information science courses in different universities of Gujarat state while 4 universities have different credits in undergraduate and postgraduate level.

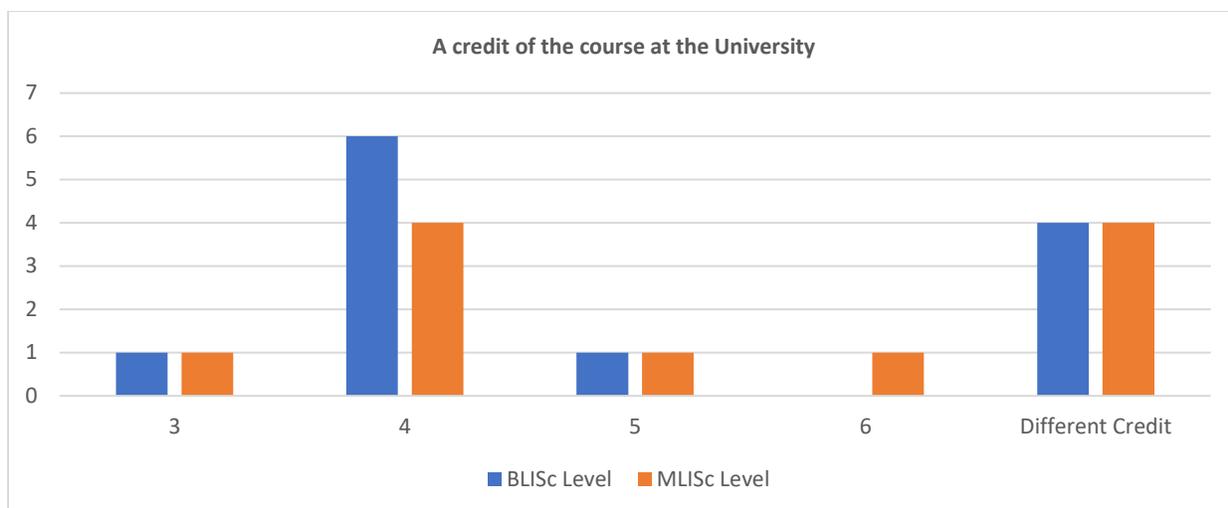


Table 8

Types (Core / Elective) of the course in the University

Sr. No.	Course Types	No of Universities	
		BLISc Level	MLISc Level
01	Core & Elective Structure	5	4
02	Other Structure	7	7

From the table above, it is clear that 5 universities in the state of Gujarat have core and elective types of paper structure in library and information science courses while 7 universities have different paper structures.

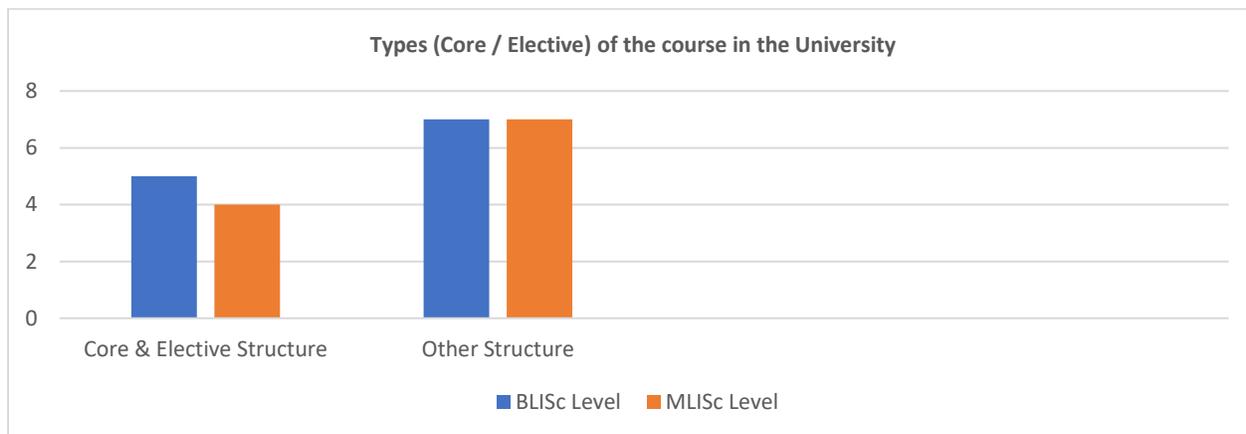


Table 9

Types (Theory / Practical) of the course in the University

Sr. No.	Course Types	No of Universities	
		BLISc Level	MLISc Level
01	Theory & Practical	12	11

From the table above, it is clear that every university in the state of Gujarat has a structure of both theoretical and practical papers in its library and information science curriculum.

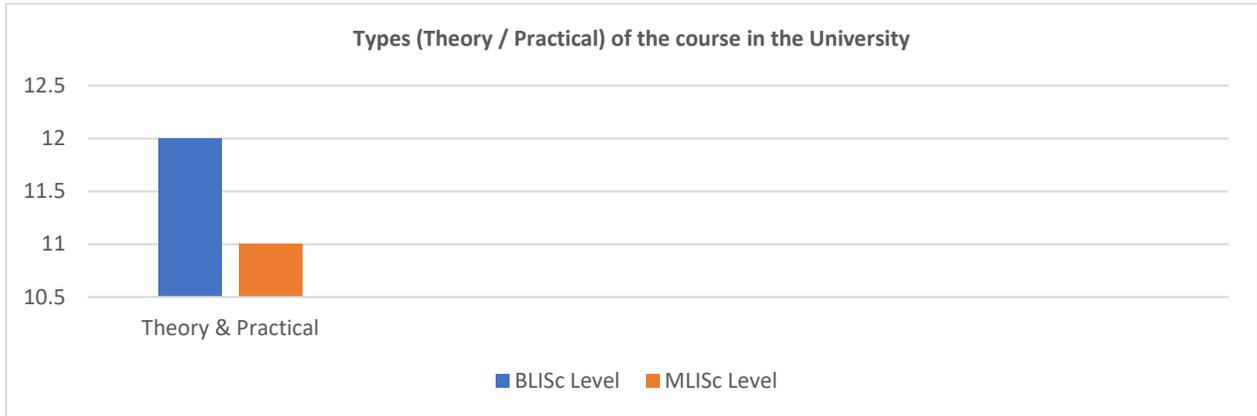
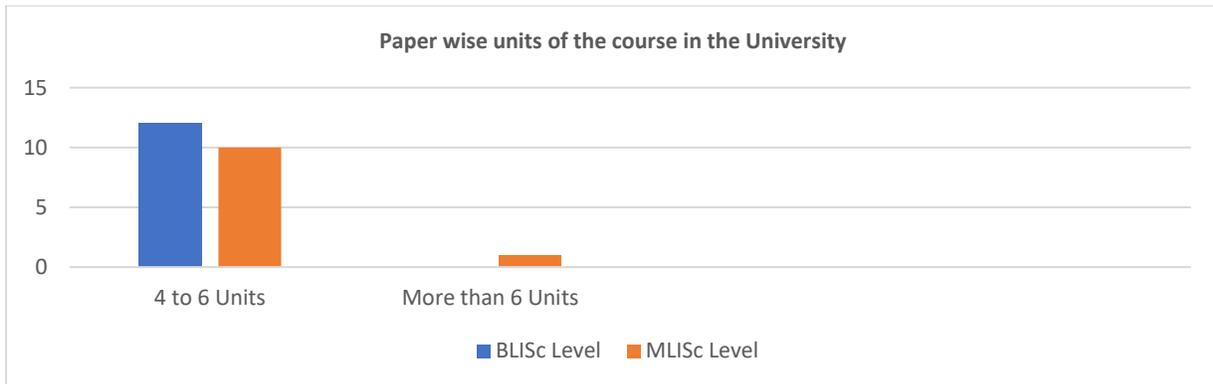


Table 10

Paper wise units of the course in the University

Sr. No.	Paper Wise Units	No of Universities	
		BLISc Level	MLISc Level
01	4 to 6 Units	12	10
02	More than 6 Units	00	01

From the table above, it is clear that every university in the state of Gujarat has 4 to 6 units in each paper of library and information science undergraduate and postgraduate courses. While the postgraduate course of only one university has more than 6 units in each paper.



Challenges & Lacuna in LIS Education in India as well as in Gujarat:

The library and information science curriculum has undergone periodic changes to keep pace with the times. However, the library and information

science business is facing many challenges. These challenges mainly include the following

1. Nomenclature of LIS Schools:

LIS schools have been given different names. The nomenclature is not uniform. These are:

- Department of Library Science and Documentation
- PG Department of Library and Information Science
- Department of Information Science
- School of Library and Information Science
- Department of Library and Information Science
- Faculty of Library and Information Science
- Department of Library and Information Management

2. Affiliation to Faculty of LIS Schools:

There is a lot of variation found in affiliation to the faculties. Most of the LIS departments are affiliated with the faculty of arts and some under the faculty of social sciences. The variation is:

- Faculty of Arts
- Faculty of Social Sciences
- Faculty of Sciences
- School of Information Science & Technology
- School of Library and Information Science
- School of Social Sciences
- Faculty of Arts & Languages
- Faculty of Humanities
- School of Humanities and Social Science
- School of Media & Communication

3. Accreditation:

For uniformity and standardization of the education accreditation body is essential. In LIS education no such apex regulatory body is there in the country whereas for other courses such as Law (Bar council), Medical courses

(Medical council), Technical education (All India Council for Technical Education), and Education (National Council for Teacher Education) are there. In the UK, all LIS schools are accredited by CILIP (Chartered Institute of Library and Information Professionals).

4. Mushrooming growth of LIS Education and mismatch between the demand and supply:

When our country got independence, at that time only five universities were offering library science courses but today 155 universities are offering different courses. The state of Gujarat is also facing this situation. There is no check and balance in the emergence of LIS schools. The proliferation of LIS schools without having proper infrastructure facilities and teachers has created huge unemployment (i.e. the demand of LIS professionals is not proportionate to the supply made by the LIS Schools in India) in the profession.

5. Inadequate Faculty Strength and non-uniformity in the Scales:

There are no proper teacher-student ratios in the LIS schools. Moreover, in self-financing or private institutions, no proper permanent faculty is there. They are just commercial ventures. There is also disparity found in the scales and retirement age of the teachers.

6. Lack of Infrastructure Facilities:

In many LIS schools, there is a lack of well-equipped IT labs. According to UGC, CDCs, there should be proper computer facilities along with library software should be available to the students. Proper library facilities having reference books, a list of subject headings, classification schemes, cataloguing codes are not available in many LIS schools.

7. Selection Criteria and Intake of the Students:

Library and Information Science is not a popular course among the students. Though LIS education is more than 100 years old in our country, yet the students come into this profession just by chance, not by choice. Due to less popularity, this profession is unable to get the best brains. To get the best, LIS schools should conduct aptitude tests for selecting the students like other courses. Nevertheless, the intake in a course should also be monitored. It

should be based on the available faculty and infrastructure and IT (information technology) facilities. Only those courses become popular among the students in which employment opportunities are better so to make course popular; we must take the students accordingly.

Suggestions for improvement:

The library and information science curriculum is improving from time to time. However, these improvements can only be useful if the challenges and shortcomings in the library and information science departments are addressed. Here are given some suggestions for that.

- Full-fledged LIS departments should be there.
- A national-level accreditation body should be formed to bring uniformity in the nomenclature and curricula.
- Proper faculty should be appointed.
- Proper infrastructure, libraries, and IT labs should be maintained.
- In-service training should be provided both to teachers and professionals.
- Continuous revision of curriculum should be done keeping in mind the changes in society.
- Emphasis on practical education should be given.
- The mismatch between education and job requirements should be overcome, etc.

The demands of the present time and its relevance:

Following are the simulations that have been adapted to the present-day demand in the field of library and information science.

1. Teaching of Traditional Techniques:

Less emphasis on the teaching of traditional subjects like classification and cataloguing is given by the LIS schools. Their form of teaching is also getting changed. These days there is more emphasis on the teaching of library software and ICT (Information and Communication Technology).

2. Five Year Integrated Course:

An integrated course in library and information science is provided by three universities after senior secondary in India:

3. CBCS Curricula:

Many universities in our country have presently formulated curricula based on the CBCS pattern, and others are in the process of it.

4. MOOCs:

There is an emergence of different MOOCs (Massive Open Online Courses) in the LIS education which are available on library and information science on the SWAYAM platform in India.

5. Online Refresher Course in Library and Information Science:

Now, Online Refresher Course in Library and Information Science is made available on the SWAYAM platform under ARPIT (Annual Refresher Program in Teaching) for the faculty of LIS discipline and LIS professionals. This course is valid under CAS (Career Advancement Scheme).

6. Conferences & Seminars:

There is an increase in the number of conferences and seminars organized on various themes in the library and information science profession.

Conclusion:

The Library and Information Science course is a vocational course and this profession works to prepare librarians. Now when the librarian is called the teacher of the teacher, the importance of this course in preparing the skilled librarian should remain intact.

The only and most important way to make the above thing successful is to create an ideal curriculum and implement it. While Gujarat state is a leader in the field of education, this article is a sincere attempt to find out where the library and information science courses are running in various universities of Gujarat state and what its curriculum is, and how it is relevant to the flow of time.

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