Curriculum and Perception Requirement in the Library and Information Science Education in Tamilnadu Universities: A Pragmatic Study

N. Thasleem Arief
Research Scholar
Bharathiar University, Coimbatore

P. Ravichandran
Preofessor & Head
Dept.of Library and Information Science, DDE Wing
Annamalai University, Annamalai Nagar

Abstract

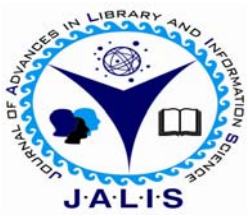
Now a day India tries to strengthen the curriculum of the education system because of the growth of modern knowledge especially in library and information science. At this juncture the researcher tries to capture the opinion of the sample respondents regards to the objectives, mission and course structure of the library and information science among Tamilnadu state universities. The 130 interview schedules were circulated and 87 schedules received from the respondents. The researcher has used face interview, observation method and the questionnaires were mailed to respondents. Social network were used to make an announcement to invite the pass out students to come and fill the questionnaires. This paper concludes that the teachers of LIS should be given in service training after thorough theoretical session. The developing new knowledge and skilful product are really banking on how the curriculum shapes the students.

Keywords

Curriculum, LIS, perception, Skills, Universities

Electronic access

The journal is available at www.jalis.in



Journal of Advances in Library and Information Science
ISSN: 2277-2219 Vol. 5. No.2. 2016. pp.112-116

INTRODUCTION

The India started its development program to achieve the new educational cultural and economic objectives at the national level. Such developments at these institutions contributed to the development of more libraries, which in turn had to accept new responsibilities to meet society's changing needs and demands. Libraries are recognized to play an important role in education, scientific research and social-economic development of a country. This envisages the need for professionally qualified personnel to manage and run the libraries and information centres effectively and efficiently. In order to feed the growing number of libraries, more trained library professionals were needed. For this purpose, library and Information science departments started springing up and also library science developed into a distinct field of specialization with its own normative principles, theories, techniques, and practices that were deemed sufficient to meet the growing dimensions of library services.

STATEMENT OF THE PROBLEM

The need for professionally qualified personnel to manage and run these Professionals libraries effectively and efficiently was duly recognized during the first half of the present and consequently the library education programme had been stared at several places much before independence. After independence the stimulus for the growth and development of libraries and library and information science education has come from the progress in and extension of education, scientific research and programmes of socio – economic development which started in 1951 with the commencement of the First Five – Year Plan. There are now 96 universities in India imparting Library and Information Science education as independent departments in different levels. The main objectives of LIS profession are to: provide training for building up leadership qualities among the LIS profession; develop knowledge on the latest techniques of information storage, transfer and retrieval; help to acquire necessary skills in handling, accessing and application of electronic resources, tools and media; and help to know the latest development in the Information Technology (IT). At this juncture the researcher tries to capture the opinion of the sample respondents regards to the objectives, mission and course structure of the library and information science among Tamilnadu state universities.

DELIMITATIONS

The present study is only focusing on the perception of the passed out students of Tamilnadu state universities about the curriculum of library and information science.

OBJECTIVES

1. To analyse the perceptions and Opinions of the respondents regards to the curriculum of LISE.
2. To suggest some measures to be implemented to provide the effective Library and Information Science Education to meet the recent challenges in digital revolution.

HYPOTHESIS

1. All aspects equally determine the Objectives. Missions, Monitoring quality of the curriculum of Library Information Science Education.
2. The faculties who have been employed in the Universities highly competent personalities.

METHODOLOGY

The study is descriptive in its nature. The researcher used convenient sampling method to select the five Tamilnadu state universities among that number of universities undertaken by the Tamilnadu government. The data regards to opinion on curriculum of LIS collected by researcher through the interview schedule from all five Universities in Tamilnadu to make an analytical study on curriculum.

The population for the research study comprised of all the library and information science graduates who have already completed their programme from the Alagappa Universities (ALU), Annamalai University (AU), Bharathidasan University (BU), Madurai Kamaraj University (MKU) and University of Madras (UOM). The population comprised the following categories such as full-Time faculties (FT), Part-Time faculties (PT), Research Scholar (RS) and Others (includes unemployed, etc). The 130 interview schedules were circulated and 87 schedules received from the respondents. The researcher has used closed interview, observation method and the questionnaires were mailed to respondents. Social network were used to make an announcement to invite the passed out students to come and fill the questionnaires. The Kolmogrov-Smirnov test used to analyse the perception of the respondents.

ANALYSIS AND DISCUSSIONS

Table 1:Perceptions regards to Objectives, Missions of the curriculum of Library and Information Science Education

Sl. No	Aspects of objectives and missions	Number of respondents opted					Weighted Score	Overall rank
		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5		
1	Curriculum Consistent with Objectives	465	168	141	62	-	836	1
2	knowledge, skills, and effective characteristics are as input of students development	380	152	81	84	31	728	6
3	have a formal set of intended learning outcomes	435	144	111	58	24	772	4
4	effective goals and objectives that permit assessment of students' success	390	188	93	66	24	761	5
5	each course have a set of clearly stated intended outcomes derived from the intended outcomes of the curriculum	360	136	87	62	47	692	7
6	student have ample opportunity to achieve each of the specific intended outcomes of the curriculum itself	405	204	90	58	22	779	3
7	curriculum carefully sequenced such that the learning outcomes of prerequisite courses provide all required inputs for successive courses	345	228	123	76	8	780	2
	Total	2780	1220	726	466	156	5348	

Source: Primary Data

Table 1 shows that the aspect curriculum consistent with objectives has been viewed as the prime aspect that affects the objectives and missions of the programme, followed by that aspect curriculum carefully sequenced such that the learning outcomes of prerequisite courses provide all required inputs for successive courses with the third rank. The fourth overall position has been obtained by the student have ample opportunity to achieve each of the specific intended outcomes of the curriculum itself. Have a formal set of intended learning outcomes have been viewed as the fifth major aspect that creates an impact in the objectives and missions of the programme. The overall sixth rank has been given to the elements effective goals and objectives that permit assessment of students' success. It can also be seen that the least rank was given to the aspect knowledge, skills, and affective characteristics are as input of student's development .

Table 2:Perceptions regards to monitoring and Quality of the programme of Library and Information Science Education

Sl. No	Aspects of Quality and Monitoring	Number of respondents opted					Weighted Score	Overall rank
		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5		
1	an assessment plan that can ensure graduates of the program	360	136	78	68	47	689	7
2	curricular program being assessed as a whole for the quality	455	172	138	66	-	831	1
3	diverse methods of assessment used for different types of learning	315	196	129	62	27	729	6
4	variety of assessment techniques to check students are assessed in course	345	204	135	72	12	768	3
5	outcomes being measured directly in both curriculum and courses	385	164	114	82	16	761	5
6	Faculty members assessed and generating information to increase the learning of students	425	136	117	64	23	765	4
7	faculty members collect data from students about their perceptions of and their level of satisfaction with the courses	415	188	93	54	25	775	2
	Total	2700	1196	804	468	150	5318	

Source: Primary Data

Table 2 shows that the aspect of curriculum being assessed as a whole for the quality has been viewed as the prime aspect that affects the quality of the programme, followed by that aspect faculty members collect data from students about their perceptions of and their level of satisfaction with the courses with the third rank. The fourth overall position has been obtained by the variety of assessment techniques to check students are assessed in course. Faculty members assessed and generating information to increase the learning of students have been viewed as the fifth major aspect that creates an impact in the quality of the programme. The overall sixth rank has been given to the elements outcomes being measured directly in both curriculum and courses. It can also be seen that the least rank was given to the aspect curriculum being assessed as a whole for the quality.

Table 3:Perceptions regards to Education Process

Sl. No	Aspects of Education Process	Number of respondents opted					Weighted score	Overall rank
		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5		
1	educational processes employed to help students for reaching both the course's or	315	152	129	62	38	696	5

	activity's specified outcomes and those of the curriculum							
2	curriculum been designed such that each student has the sustained opportunity to apply to important issues, situations, and problems the knowledge, skills, attitudes, and values.	405	224	123	70	-	822	1
3	percentage of class time, students spend passively listening to traditional lectures	355	124	111	94	27	711	4
4	students actively involved in learning, not only in their courses but also through such methods	345	236	123	76	6	786	2
5	students understand the purpose, structure, and processes of the curriculum	270	244	117	82	18	731	3
6	formal academic curriculum specifically linked to noncourse-based opportunities for learning on campus	245	188	129	78	35	675	6
	Total	1935	1168	732	462	124	4421	

Source: Primary Data

Table 3 shows that the aspect of curriculum been designed such that each student has the sustained opportunity to apply to important issues, situations, problems, knowledge, skills, attitudes, and values has been viewed as the prime aspect that affects the educational process of the programme, followed by that aspect students consistently actively involved in learning, not only in their courses but also through such methods with the third rank. The fourth overall position has been obtained by the students understand the purpose, structure, and processes of the curriculum. Percentage of class time, students spend passively listening to traditional lectures have been viewed as the fifth major aspect that creates an impact in the educational process of the programme. The overall sixth rank has been given to the educational processes employed to help students for reaching both the course's or activity's specified outcomes and those of the curriculum. It can also be seen that the least rank was given to the aspect formal academic curriculum specifically linked to non course-based opportunities for learning on campus.

Table 4: Perceptions regards to other important considerations

Sl. No	Aspects of Curriculum	Number of respondents opted					Weighted Score	Overall rank
		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5		
1	completing the curriculum in a timely manner	360	136	141	62	29	728	2
2	Is the program attracting an adequate number of students to support accomplishment of the institution's	305	156	129	64	38	692	3
3	dropout or failure rates in the curriculum as a whole and in each of its courses	135	124	111	98	69	537	4
4	graduates find appropriate employment in their major fields after graduation	380	180	102	68	24	754	1
	Total	1180	596	483	292	160	2711	

Source: Primary Data

Table 4 shows that the aspect graduates find appropriate employment in their major fields after graduation has been viewed as the prime aspect that affects the educational process of the programme, followed by that aspect completing the curriculum in a timely manner with the third rank. The fourth

overall position has been obtained by the program attracting an adequate number of students to support accomplishment of the institution's. It can also be seen that the least rank was given to the aspect dropout or failure rates in the curriculum as a whole and in each of its courses.

CONCLUSION

The quality of curriculum has a direct impact on quality of well skilled LIS professional. It is the primary responsibility to give serious consideration to produce skilful LIS professional through curriculum. The curriculum should best up with Core curriculum, practice, Handy Skills, and the curriculum should strengthen regular review, consistency, Teaching learning and assessment methods and continuing education. The teachers of LIS should be given in periodical training after thorough theoretical session. The developing modern knowledge and skilful product are really banking on how the curriculum shapes the students.

SUGGESTIONS

- A few universities may be allowed to open courses in distance mode, provided they have qualified manpower and adequate infrastructural facilities.
- Bright and meritorious students have to be motivated and attracted to join the profession by providing scholarship, fellowship and various types of awards.

REFERENCES

[1]. Aivazidis, C., Lazaridou, M. and Hellden, G.F., "A comparison between traditional and an online environmental educational progamme. The Journal of environment education, ol.337, No.4, pp.45-54, 2006.
[2]. American society for training and development, Report of the commission on technology and adult learning retrieved – August 24, 2007 from http://www. astd. org.2001.
[3]. Applegate, R., "Job ads, jobs, and researchers: Searching for valid sources. Library and Information Science Research, Vol.32, No.2, pp.163-170, 2010.
[4]. ASEAN countries as reflected through LISA", Annual of Library and information Studies, Vol.56, pp.41-51, 2009.
[5]. Bajpai, R.P. and Hada, K.S. "E-Learning: new trends in education", In: Chopra, H.S (ed.) information access initiatives and rural India. Shree publishers and distributors; New Delhi, pp.465-470, 2010.
[6]. Berggren, A. Burgos, D., Fontant, J.M. Hinkelman, D., Hung. Vu, Hursh, A. and Tielemans, G., "Practical and Pedagogical issues for teacher adoption of IMS learning design styandards in Moodle LMS", Journal of interactive media in education, Retrieved from http://jime.openn.ac.uk/2005/02, 2005.
[7]. Chandrasekhar M. and Ramasesh, C.P. "Library and information science research in India. Asia – pacific conference on Library and Information Education and practice", pp. 530-37. http://drtc.isisbang.ac.in/2009.
[8]. Curriculum, employers expectations and professional dreams", International Information and Library Review, Vol.39, pp.145-157, 2007.
[9]. Dasgupta, Arjun. "Preparing future librarians in Indai. A Vision for LIS schools of Indian universities in the 21st century", Retrieved from: http://www.ifla.org/annual-conference/ifla75/index.htm.2009.
[10]. Durrrance, Joan. C. "Crisis as opportunity: the shaping of library and information science education in thee United States", Retrieved on September 10, 2010 from: http://durance: people.si.umic.edu/infoprofedu/japan/SLIS-50thAnniv.pdf.
[11]. IATLIS National conference on Emerging Challenges and Lingering Issues in LIS Education, Research and Training, pp. 31-35, 2010.
[12]. India with special reference to Orissa and Manipur. In Sardana J L (ed). Libraries and information studies in retrospect and prospect Essays in honour of prof. D R Kalia. New Delhi : Concept Publishing Company, 2002.
[13]. Today: The Inclusion of Indigenous Knowledge and Multicultural Issues in LIS Curriculum", IFLA WLIC, 2013.
[14]. University graduate schools: Library and information science, business, cognitive science, information systems and computer systems schools. Paper presented at the Knowledge Summit Doctoral Consortium, Queen's University, Kingston, ON. Retrieved 01.02.2007, from http://businessu.ca/ centres/monieson/ docs/2202%20 Doctoral%20Consortium%20Participants.doc, 2007.