

The Accountability of Curriculum Program of LIS Education in Bihar: A Study



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Abstract

In LIS, the curricular change is a well-accepted and continuous phenomenon in India. At the university level, after independence, the UGC controls mainly the general course structure of various curriculums. A review of the literature shows that since inception UGC has given due emphasis on the curriculum design for the LIS departments along with the developments in the University and college libraries. The first Library and Information Science Course was started in Tilak Manjhi Bhagalpur University. Bihar has Ten State Universities, One Central University; Two Deemed Universities and One Private University but only Five State Universities are conducting Library and Information Science namely Kameshwar Singh Darbhanga Sanskrit University, Lalit Narayan Mithila University, Nalanda Open University, Patna University and Tilak Manjhi Bhagalpur University. The paper examines needs information on how the curriculum design and offered diversity and flexibility to learners and to examine that training and redesigning courses are relevant to the regional and national needs. To find out key factors responsible for unsatisfactory level of curriculum program and suggested the measure for cope up with emerging trends.

Keywords: Accountability, Curriculum program, LIS Education and Bihar etc.

Introduction

Accountability defines how make commitments to one another, how measure and report development how interact when things are going wrong, and how much ownership should to get things done. In short, accountability is the nerve center that needed for every part of the organization as well as to every member of every team or group. If accountability is not working properly then every effort toward performance improvement will be inefficient and ineffective. The ability to execute and deliver best results is directly tied with the accountability attitudes, practices, and systems. The accountability can save the time and energy spent in unproductive behavior which produces wasted effort and confusing distractions.

Curriculum is the plural of curricula, it is the synonyms of syllabus or course of study or program of study or educational program or modules or schedule or it is an aggregate of course of study give in a particular institution or university. A curriculum is considered the heart of any learning institution that means an institution or university cannot exist without a curriculum. Curriculum has become a dynamic process due to the changes which comes in

society. So, curriculum refers to the total learning experiences of individuals not only in universities but in society. If universities having innovative curriculum program according to demand in local or global market than the country's economy can improve the people's way of life through curriculum development.

Good curriculum plays an important role in forcing long life learning competencies as well as social attitudes and skills. It contributes to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers. Curriculum is also increasingly called upon to support the learner's personal development by contributing to enhancing their self-respect, confidence, and motivation and aspirations. There are many new and emerging challenges to education and demand on curriculum such as information communication technologies (ICTs), sustainable development, competency development of life.

Curriculum development is defined as planned, a purposeful, progressive and systematic process to create positive improvements in educational system. Every time there are changes or developments happening around us that affected

the curricula. There is a need to update them to address the needs of the society.

Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. A better educated labour force is essential if we are to meet the labour supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life.

The Bihar State covers 94,163.00 Sq.km. Bihar is the ancient land of Buddha, has witnessed golden period of Indian history. The state as it is today has been shaped from its partition from the province of Bengal and most recently after the separation of the tribal southern region now called Jharkhand. The Bihar State Universities Act was passed in 1976. The first Library and Information Science Course was started in Tilak Manjhi Bhagalpur University. Bihar has Ten State Universities, One Central University; Two Deemed Universities and One Private University but only Five State Universities are conducting Library and Information Science namely Kameshwar Singh Darbhanga Sanskrit University, Lalit Narayan Mithila University, Nalanda Open University, Patna University and Tilak Manjhi Bhagalpur University.

Objective of the Study

The main aims of this study were

- To examine needs information on how the curriculum design and offered diversity and flexibility to learners.
- To examine training and redesigning courses are relevant to the regional and national needs.
- To find out key factors responsible for unsatisfactory level of curriculum program.
- To suggest the measure for cope up with emerging trends.

Scope of the study

The study was delimited to the LIS Departments of Central and State Universities that imparting LIS courses on regular or distance mode including BLIS, MLIS, M.Phil level and Ph.D. The Universities that were conducting LIS Education through Affiliated Institutions / Colleges as well as Deemed and Private Universities were excluded from the scope of the study.

Hypothesis: To assess the curricula of LIS Education is relevant in today's context.

Review of Literature

After scanning the review data of literature, it was found that there was not much encouraging situation in particular state. The paper reviews some studies conducted on study of curriculum program, Chakraborty and Sarkhel (2009) revealed that growth and development of the LIS education in India have been traced from its early inception up to today's scenario. Yusuf (2007) analyzed to assess LIS education in UP, he assess the status of LIS education in UP. Mahapatra (2006) conducted the study on core elements of a curriculum and a vision of LIS education in India. The paper also stresses the need for revised course content and allied challenges for readiness of Indian LIS education in digital era.

Methodology

Methodology is the overall scheme or program of research. The research starts with an extensive literature search. This helps to avoid duplication. In investigation, both primary and secondary data were used. The questionnaire was prepared for teachers. The primary data was collected through questionnaire and secondary data was collected through other sources of publications as books, journals, newsletters, magazines and bulletins.

Analysis of Data and Interpretation

The time period of collected data was 2008 to 2011. The data collected by different methods were analyzed and interpreted and presented in tabular form.

The LIS courses are run in the universities can be shown herewith in the following table-

TABLE- (i) Total no. of universities in Bihar =14
(ii) No. of universities surveyed=05

Table : Detail of LIS Courses/Programmes

S.No.	Items	No. of Universities	Percentage
1	Central	00	00

2	State	05	35.7%
3	Deemed	Nil	Nil
4	Private	Nil	Nil
5	Any Other	Nil	Nil
6	Total	05	35.7%

Table : Detail of LIS Courses/Programmes

Total No. of Universities = 14

Universities surveyed= 05

S.No.	Courses	Duration	Entry Qualification	No. of Univs.	Medium of instruction
1	DLIS	9/6 MONTHS	10+2	01(NOU)	HINDI
2	BLIS	1 YEAR	GRADUATION IN ANY DISCIPLINE	05(KSDSU, LNMU, NOU, PU&TMBSU)	BOTH HINDI & ENGLISH
3	MLIS	1 YEAR	BLIS	03(LNMU, NOU, TMBS)	BOTH HINDI & ENGLISH
4	M.PHIL	1 YEAR	MLIS	00	BOTH HINDI & ENGLISH
5	PH.D	2/3 YEARS	MLIS	01 TMBSU	BOTH HINDI & ENGLISH
6	ANY OTHER INTEGRATED COURSES	NIL	NIL	NIL	

The above table shows that diploma course is not conducted by the universities. All five universities are conducting BLIS and MLIS courses in three universities. Only one university is conducting research activity.

Table- Details of Mode of Examination

S.No	Item	No. of universities surveyed=05	Total	Percentage
1	Annual	05	05	100%
2	Semester	00	--	--
3	Any Others	00	--	--

The above table shows that all universities are adopted annual system of mode of examination.

Table-Details of Revised Syllabus

S. NO.	Items	No. of Universities Surveyed=05	Total	Percentage
1.	BLIS	05	05	100%
2.	MLIS	03	03	60%
3.	MPhil	00	00	--

4.	Integrated courses	00	00	--
5.	PH D	01	01	14%
6.	Any Others	Nil	Nil	Nil

The above table shows that all universities where BLIS and MLIS were running have adopted revised syllabus according to CDC-curriculum development committee (2001) but not implemented fully in classroom education. Mostly Ph.D degree was awarded on conventional based problems.

Table-Details of LIS Education Satisfied the Global Needs

S.NO.	Items	No. of universities surveyed=05	Total	Percentage
1.	Fully	--	--	--
2.	Partly	05	05	100%
3.	Not at all	--	--	--

The above table shows that 100% LIS Schools were partly satisfy the global needs so curriculum program is not fully implemented in classroom education.

Table- Details of Curriculum Designed

S.No.	Items	No. of Universities surveyed=05	Total	Percentage
1.	Faculty	--	--	--
2.	University/Board	--	--	--
3.	Both	05	05	100%
4.	Any Others	--	--	--

The above table shows that 100% universities designed their curriculum through both internal as well as external expert after forming a board or executive council.

Table-Details Curricular/Courses Activities to Our Regional and National Needs

S. No.	Items	No. of Universities surveyed=05	Total	Percentage
1.	Fully	--	--	--
2.	Partly	05	05	100%
3.	Not at all	--	--	--

As above table shows that 100% university agreed that curriculum activities are partially relevant to our regional and national needs.

Table-Details of Satisfactory Level of Curriculum Programme Up to Expected Mark

S. No.	Items	No. of Universities surveyed=05	Total	Percentage
1.	Fully	--	--	--
2.	Partly	05	05	100%
3.	Not at all	--	--	--

The above table shows that all teachers were opinioned that the satisfactory level of curriculum program was not up to expected mark.

Findings and Conclusion

All universities are offering BLIS and MLIS degree courses while CDC suggested adopting integrated courses. As UGC suggested semester system of examination but survey shown that the recommendation is not followed by LIS schools. The LIS Schools are not fully implemented

revised curricula so the substandard education is provided to the students. At the time of survey, all teachers were agreed that the products of LIS Schools are partly able to competent in global environment. The satisfactory level of curriculum programs is not up to expected mark so LIS education in Bihar is not satisfying in line with emerging trends.

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