

Curriculum Development in LIS Education

Dr.Ravi,K.B

Librarian

INTRODUCTION

Intellectual depth and breadth characterize liberal arts and science education. It allows students to cross the artificial boundaries of varied academic disciplines and enables them to get the insights of several disciplines bringing out the inherent interest and aptitude.

The conferment of autonomy in higher education has given a golden opportunity to take the initiative for creative innovative and imaginative action in the academic field. In fact, autonomy has opened the door for the introduction of innovative programme in the curriculum, restructuring of the existing courses in relation to the local environment. Experimenting new teaching techniques and revamping the evaluation system on the basis of the innovations introduced.

CURRICULAR INNOVATIONS

Ever since the idea of curricular innovations was taken up, all attempts were directed towards restructuring the then existing courses by diversifying the curriculum incorporating therein many new components. Some of which are 'cognitive' in nature and some others 'effective' and still others 'psychomotor' in character. Realising the fact that curriculum development is kinetic in nature all efforts are taken towards revising, reorganizing and restructuring the courses then and there on the basis of the feedback obtained from students and staff. In general, we make it an obligatory on our part to revise the curriculum once in four years in the case of UG courses and once in three years in the case of PG courses.

The basis for our curricular strategy is that the learners should be equipped with adequate knowledge, innovative ideas, creative thinking, practical skill, research potentialities and above all scientific temper. concomitant imbuing of ethical values so as to enable them to build up a holistic personality and thereby enhancing their chances of employability too. Hence in our curricular programme all the three educational domains viz., 'cognitive', 'effective' and 'psychomotor' have been duly taken care of in a desired proportion. Some of the innovative programmes undertaken have been listed below:

INNOVATIVE FEATURES:

- Introduction of Foundation Courses for all students with a view to leveling up the heterogeneity in the entry behavior of learners. This serves as a bridge course to narrow down the gap between the higher secondary education and the collegiate education.
- Offering a supplementary course, i.e., a skill based course for students to make the education broad based so that the learners could achieve a horizontal academic growth through diversification, which is one of the cannons of under-graduate education.
- Inclusion of compulsory hands on training in the curriculum which helps them to develop sound mind and sound body over the practical areas of work.
- Offering a paper on comprising of components like general knowledge, test of reasoning, entrepreneurship and psychology so as to enhance the employability of the learners and to create vocational awareness among them.

It aims grouping learners into two major streams on the basis of their vocational / Professional choice viz.,

- Self-employment course and

- Course on higher studies

SELF-EMPLOYMENT COURSE

Meaningful and purposeful education requires imparting of skills among learners. To motivate the learners along the path of self-employment and to enable them to acquire the necessary practical skills in a specific self-employment oriented occupation, the following self-employment courses or skill based areas.

- Indexing & Abstracting
- Translation works
- Consortia & Reference service
- Content management, etc..

The main objective of this is to prepare students to face competitive and challenging world at various levels with full confidence, overcoming nervousness and shyness.

COURSE ON HIGHER STUDIES

Those who do not have interest in any vocational choice and those who aspire for higher studies can undergo this course. Provision of basic knowledge in computer literacy, both theory and practical, for all under-graduate students so as to enable them to keep pace with the modern technology. Introduction of courses of local relevance and applied courses to help the learners to combine the academic components with the relevant applied components to suit the regional needs.

Placing of greater importance on the language component in the curriculum for measuring the communication skills in terms of phonetics and diction. Inclusion of 'Institutional Training / On the Job Training' in the Computer Science curriculum (Vocational stream) as well as in the Administration/ Management curriculum to be taken up during summer holidays. Addition of one more examination, viz., "Comprehension & Viva-Voce" in the schedule of examinations with a view to improving the communication skill and developing comprehensive power, together with reasoning abilities.

THE SALIENT FEATURES OF THE CBCS

A remarkable academic achievement has been made by introducing the Choice Based Credit System (CBCS) for all UG & PG courses. The salient features of the CBCS are:

- Introduction of greater flexibility in the curriculum by giving complete freedom to the learners to construct their own curriculum.
- Assigning of credits on the basis of the contents of each subject.
- Classification of subjects into hard-core, soft-core and optional credit papers.
- Offering of wider choices in soft core and optional credit papers covering interdisciplinary, multi-disciplinary & application oriented areas.
- Stressing of earning minimum soft core and optional credits from other departments.
- Computation of marks on the basis of weighted arithmetic mean.

CONCLUSION:

Institutions are fully committed to produce intellectually nature, morally upright, socially committed and spiritually inspired young men and women by offering academic programmes of varied nature. Addition of extra paper 'Project and Viva-Voce' in the schedule of examinations in each semester so as to enhance the comprehensive power of the learner and also his/her communication skills and thus to prepare him/her to face

the “U.G.C./ C.S.I.R” fellowship examinations with confidence. Curricular Innovations will develop human resources to suit a wide range of career opportunities.

REFERENCES:

1. Sassen, Saskia (2003), “Globalisation or Denationalisation”, Review of International Political Economy, 10(1), pp.1 - 22.
2. Duan, Holger (ed)(2002), Educational Restructuring in the context of Globalisation and National Policy, RoutledgeFalmer, London. Higher Education in India: Vision and Action Country Paper, UNESCO World Conference on Higher Education in the Twenty First Century, (<http://www.edueation.nic.in/htmlweb/>)
3. Sassen, Saskia (1994), Cities in a World Economy, Pine Forge Press, London
4. Sassen, Saskia (1991) The Global City: New York London Tokyo, Princeton University Press, Princeton.