

# CONTENT ANALYSIS OF MASTER OF LIBRARY AND INFORMATION SCIENCE CURRICULUM OF SELECTED UNIVERSITIES IN SOUTH ASIA

Navpreet Kaur

Research Scholar

Department of Library and Information Science, Punjabi University, Patiala

Email:- [kcplib@gmail.com](mailto:kcplib@gmail.com)

---

## Abstract

**Purpose:** The purpose of the study is to present an overview of the present curriculum of the Master of Library and Information Science (LIS) programs South Asia.

**Methodology:** The curriculum of the selected five universities in South Asia was downloaded from their respective websites.

**Findings:** Data collected from the selected universities in South Asia reveals that there is variation in the nomenclature of the current curriculum of Master of Library and Information Science.

**Research Limitation:** There are some limitations to this research. The research is limited to Master of Library and Information Science at five selected universities in South Asia. It is patiently impossible to offer full details of the curricula of the master's course; therefore broad outline suffices.

**Keywords:** LIS Education in South Asia, LIS Curriculum, Master of Library and Information Science

---

## 1.0 Introduction

Despite moving slowly over the past century, South Asian LIS education has seen consistent growth since 1980. All specialists in this field continue to evolve and make a serious effort keep up with the most recent technical advancements. The objective of the study is to analyze and compare the current curriculum of the Master of Library and Information science offered by the selected five universities in five countries in the South Asia: India, Afghanistan, Pakistan, Sri Lanka, Bangladesh, and Nepal. The LIS education programmes provided by universities in South Asia are very dissimilar from those in Western nations. Universities in South Asian nations place a strong focus on cataloguing and classification in their curricula. South Asian countries' curricula disregard the growing importance of topics like information literacy, knowledge management, e-learning, ICT applications, use of networks in the classroom, and teaching about networks, which fall short of the rising demands of the job market (Singh J., 2018).

The current information society's demands for shifting social priorities call for committed, technically proficient, and highly skilled workers to provide better library and information services. The current information society calls for committed, technically proficient, and highly skilled workers to provide better library and information services.

## 2.0 Review of Literature

S. P. Singh (2003) recommended that the LIS curriculum has to be revised in order to prepare better students for the rapidly changing LIS profession. According to Abdullahi (2007), examining LIS curricula should be done in light of the various market demands. The Higher Education Commission needs to provide LIS specialists with greater chances for further training. Mahmmod (2009). The situation in South Asian nations differs from that of developed nations, and traditional concepts like cataloguing and categorization are heavily emphasized in the curricula. Singh, J. (2018).

This study highlights a significant gap in the ICT components of the Master's programme in Library and Information Science. The curriculum in various Indian universities is still based on the UGC Model Curriculum 2001, which is outdated and requires revision. To align with technological advancements and the objectives of NEP 2020, the curriculum must be redesigned to integrate emerging trends and management aspects. The study recommends that subject experts take the lead in updating the curriculum to meet contemporary needs. Kumbhar and Tadasad, (2022)

**2.1 Problem**

The focus of the study is to investigate and compare the course structure in the curriculum of the Master of Library and Information Science (LIS) programs in South Asia.

**2.2 Objective:**

The real objective of the study is:

- To analyze and compare the existing Master of Library and Information Science curricula at five selected universities in South Asia.

**2.3 Methodology:** The current curricula of library and information science of five selected universities have been downloaded from their respective websites and analyzed to find out what is being taught in the South Asian universities at present.

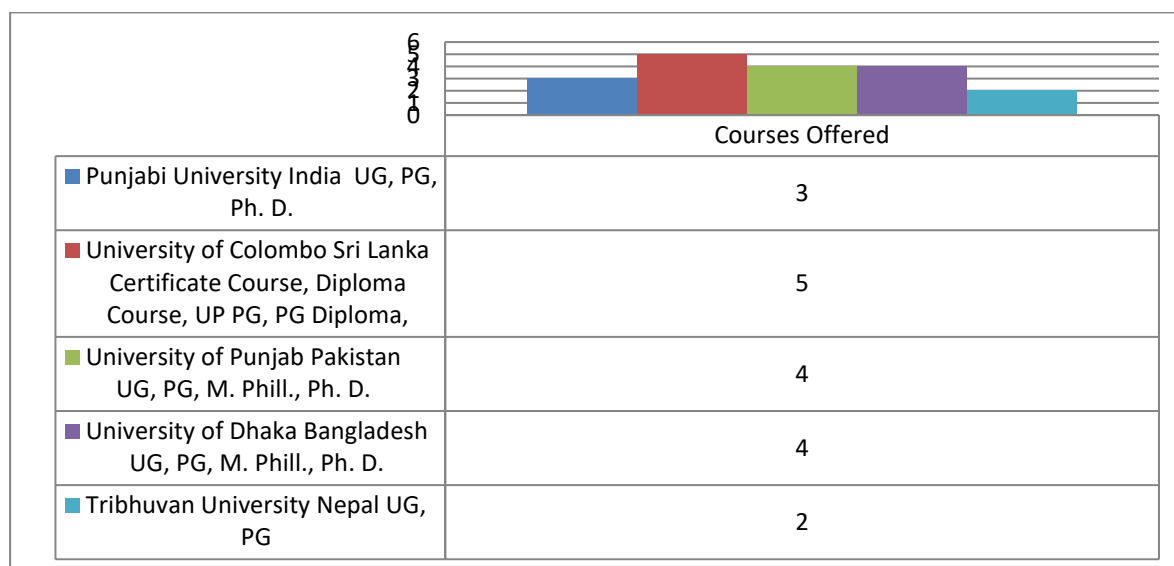
**2.4 Scope:** The research is restricted to the curriculum of the Master of Library and Information Science at five selected universities in South Asia. The universities are Punjabi University, Patiala, Punjab, India; the University of Punjab, Lahore, Pakistan; the University of Colombo, Sri Lanka; the University of Dhaka, Bangladesh, and Tribhuvan University, Kathmandu, Nepal.

**3.0 LIS Education in South Asia**

The LIS education systems of the South Asian countries are more alike than dissimilar. All of them struggle with the same issues, such as a shortage of teaching staff, insufficient teacher training programmes, a lack of funding, and a lack of national-level planning. LIS education in South Asia faces numerous opportunities and challenges. The LIS curricula in these countries must be modified to reflect the changing needs of the job market. If these countries' LIS programs don't change to reflect market forces, they will undoubtedly be seen as obsolete. Therefore, there is an urgent need for a model curriculum that is based on the most recent course materials and ICT innovations. In South Asia, universities offered LIS education at various levels, including certificates, diplomas, degrees, M. Phil and Ph.D. These courses are offered on a regular basis as well as through correspondence or distance modes.

**Table: 1.1 Courses Offered at Selected Five Universities in South Asia**

Name of University	Faculty	Name of the Department	Courses Offered	No of Courses
Punjabi University, India	Faculty of Education and Information Science	Department of Library & Information Science	UG, PG, Ph. D	3
University of Colombo, Sri Lanka	National Institute of Library & Information Sciences	National Institute of Library & Information Science (NILIS)	Certificate Courses, Diploma Courses, UG, PG, PG Diploma Courses	5
University of Punjab, Pakistan	<u>Faculty of Information and Media Studies</u>	Institute of Information Management	UG, PG, M. Phill, Ph. D.	4
University of Dhaka, Bangladesh	Faculty of Arts	Department of Information Science and Library Management	UG, PG, M. Phill, Ph. D	4
Tribhuvan University, Nepal	Faculty of Humanities and Social Sciences	Department of Library and Information Science	UG, PG	2



The above **Table 1.1** shows that all the five selected universities in South Asia offer library and information science courses on a regular basis as well as correspondence or distance mode.

The Punjabi University, Patiala, Punjab (India), offers B.Lib & Inf. Sci.; M.Lib. & Inf. Sci. and Ph.D in Library and Information Science.

University of Colombo, Sri Lanka Postgraduate Courses: NILIS offers M.Phil / Ph.D Programme; Masters in Library and Information Science (MLS); Masters in Teacher Librarianship (MTL); Masters in Information Management (MIM); Postgraduate Diploma in Information Management (PGDIM); Postgraduate Diploma in Teacher Librarianship (PGTL); Postgraduate Diploma in Library and Information Science (PGLIS) programmes. Diploma Courses: Diploma in Library and Information Management (DLIM) (three years); Diploma in School Librarianship (DSL); and Diploma in Public Librarianship (DPL) are the diploma courses offered by NILIS. Certificate Courses: Certificate in Public Librarianship (CPL); Certificate in School Librarianship (CSL); Intermediate Certificate in Library & Information Management (ILIM); Preliminary Certificate in Library & Information Management (PLIM).

University of Punjab, Lahore, Pakistan, Bachelor of Information Management; Master of Library & Information Science; M.Phil. in Information Management; and Ph. D in Information Management;

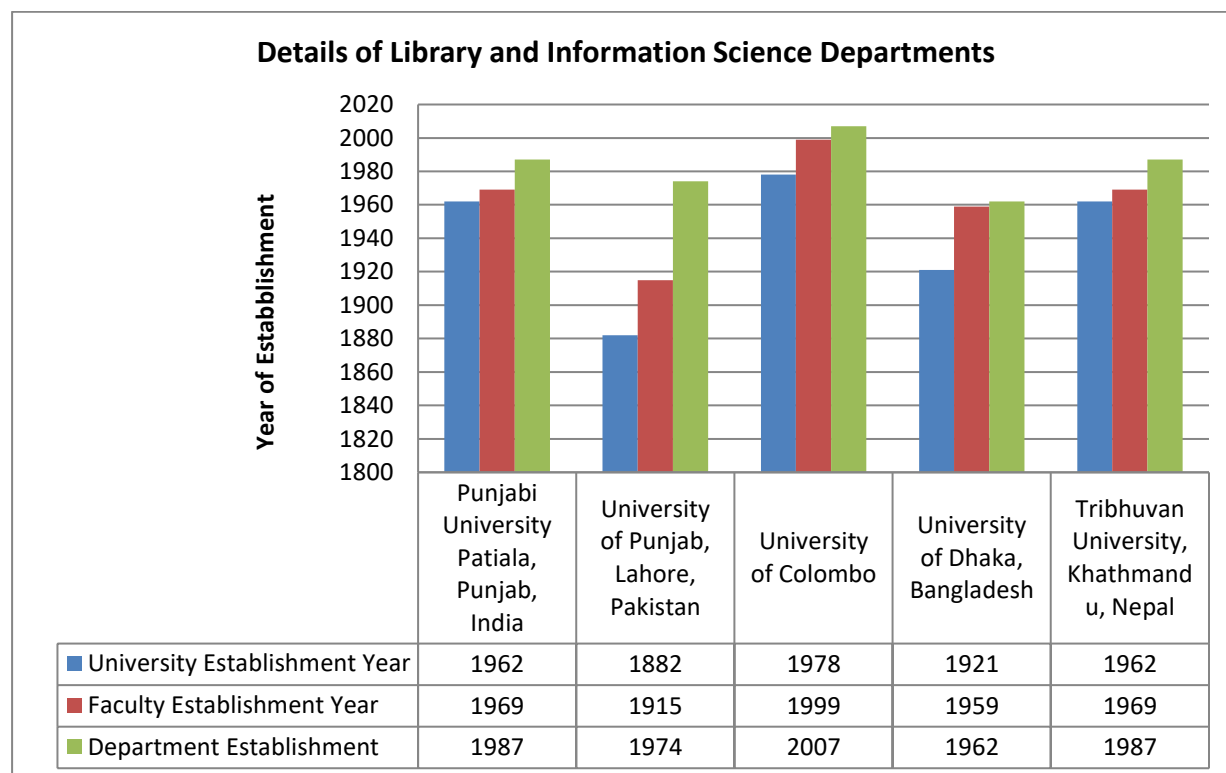
University of Dhaka, Bangladesh, Ph.D. in Information Science and Library Management; M. Phil in Information Science and Library Management; Master of Arts in Information Science and Library Management; Bachelor of Arts in Information Science and Library Management.

Tribhuvan University, Kathmandu, Nepal, the department has solely offered master's degree programme M.A. Library and Information Science. The course for a bachelor's degree has been put on hold temporarily.

**Table: 1.2 Details of Library and Information Science Departments in Selected Five Universities in South Asia**

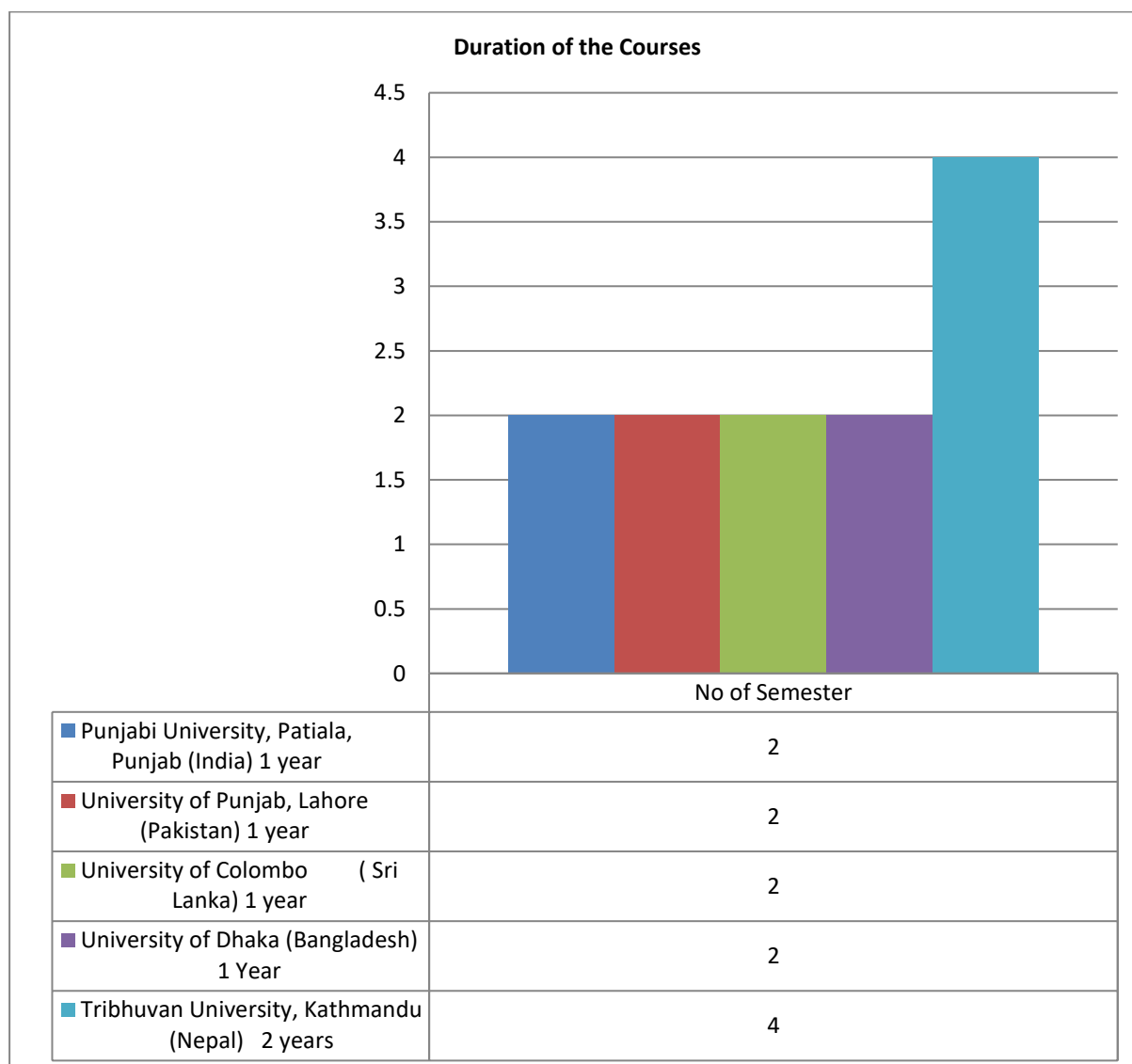
Year of Establishment	Punjabi University, Patiala, Punjab, India	University of Colombo, Sri Lanka	University of Punjab, Lahore, Pakistan	University of Dhaka, Bangladesh	Tribhuvan University, Kathmandu, Nepal
University Establishment Year	1962	1978	1882	1921	1962
Faculty Establishment Year	1969	1999	1915	1959	1969
Department Establishment	1987	2007*	1974	1962	1987

\*Master of LIS (MLS) was started in 1993 by FGS (Faculty of Graduate Studies), Univ. of Colombo. Transferred to NILLIS in 2007.



**Table: 1.3 Duration of MLS Course**

Name of the courses Offered at Five Selected Universities in South Asia	Punjabi University ,Patiala, Punjab ,India	University of Colombo, Sri Lanka	University of Punjab, Lahore,Pakistan	University of Dhaka Bangladesh	Tribhuvan University, Kathmandu ,Nepal	Year	Semester
Master of Library & Information Science	√						2
Masters Degree in Library and Information Sciences (MLS)		√					2
Master of Information Management			√				2
M. A. Library and Information Science				√			2
M.A. Library and information Science					√	2	4



The above Table 1.3 shows that an insight of the course Master of Library and Information Science curriculum offered by five selected universities are Punjabi University, Patiala, Punjab, India; the University of Punjab, Lahore, Pakistan; the University of Colombo, Sri Lanka; the University of Dhaka, Bangladesh; and Tribhuvan University, Kathmandu, Nepal. All the five universities are offering Master of Library and Information science under different names. There are four universities (80%) conduct Master of Library and Information Science as one year as one academic year (2 Semesters) course and only one university (20%) conduct it as 2 years (4 Semesters) course. Punjabi University, Patiala, Punjab, India offers the course under the name Master of library & information science. The University of Punjab, Lahore, Pakistan offers the course under the name Master of Information Management. The University of Colombo, Sri Lanka offer the course under the name Masters Degree in Library and Information Sciences (MLS). The University of Dhaka, Bangladesh offers the course under the name of M. A. Library and Information Science. Tribhuvan University, Kathmandu, Nepal offers the course under the name of M.A. Library and information Science.

**Table-1.4: LIS papers of Master of Library and information Science being taught in five select Universities of South Asia**

LIS papers of Master of Library and information Science being taught in five select Universities of South Asia	Course Availability in LIS Universities					Total	Percentage
	Punjabi University, Patiala, Punjab, (India) (Pbi. U)	University of Colombo, (Sri Lanka) (UC)	University of Punjab, Lahore (Pakistan)(UP)	University of Dhaka (Bangladesh)(UD)	Tribhuvan University, Kathmandu (Nepal)(TU)		
Research Methodology and Statistical Techniques	√	√	√		√	4	80%
Foundation of Information Based Organization	√	√	√		√	4	80%
Information Storage and Retrieval	√		√	√	√	4	80%
Advanced Knowledge Organization	√		√	√	√	4	80%
Digital Library		√	√	√	√	4	80%
Management of Libraries and Information System		√	√	√	√	4	80%
Thesis		√	√	√	√	4	80%
Library System and Services	√		√	√		3	60%
Information and Communication Technology	√		√		√	3	60%
Information Sources and Services		√	√		√	3	60%
Information Literacy		√	√	√		3	60%
Information Analysis, Consolidation and Repackaging	√					1	20%
Information and Literature Survey	√					1	20%
Communication Skills			√			1	20%
Education for Library and Information Science-1&2					√	1	20%
Preservation and Conservation of Documents-1&2					√	1	20%
Comparative and International Librarianship-1&2					√	1	20%
Specialization Paper-1&2					√	1	20%
Internships			√		√	1	20%
Total	8	7	13	7	14	---	----

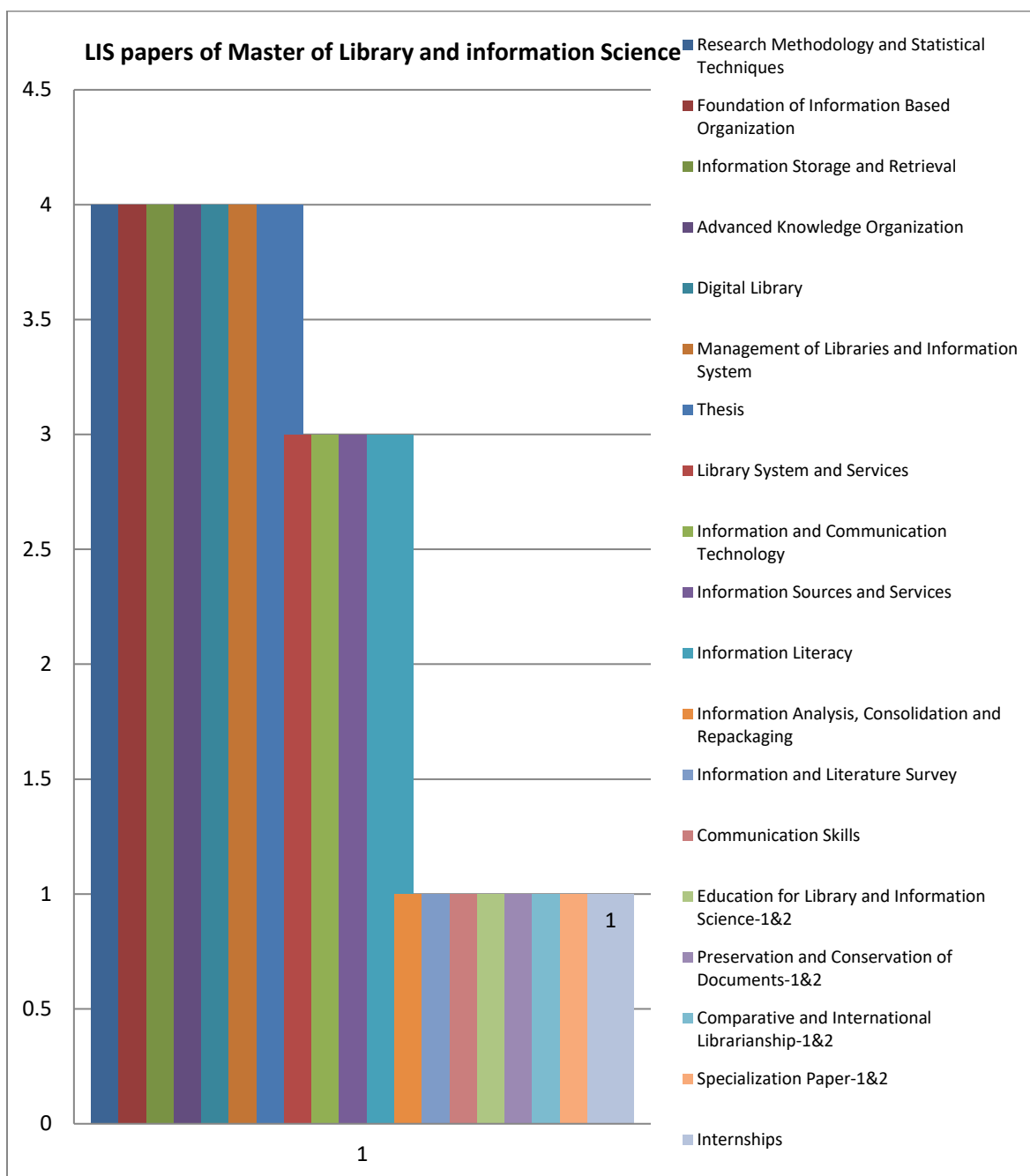


Table 1.4 reveals that all the courses are not taught at selected five universities in South Asia. The content analysis of the curricula reveals that there is variation in the courses. A total of 18 courses of Master of Library and Information Science are taught at the universities under different nomenclatures. Punjabi University Patiala, Punjab, India, taught 8 courses; University of Colombo, Sri Lanka, taught 7 courses; University of Punjab, Lahore, Pakistan, taught 13 courses; University of Dhaka, Bangladesh, 7 courses; Tribhuvan University, Kathmandu, Nepal, taught 14 courses.

The Research Methodology and Statistical Technique (80%) course is taught at Punjabi University, Patiala, Punjab, India; the University of Colombo, Sri Lanka; the University of Punjab, Lahore, Pakistan, and Tribhuvan



University, Kathmandu, Nepal, as a core and theory course, but the University of Dhaka, Bangladesh, is not teaching this course.

The Foundation of Information Based Organization (80%) course is taught at Punjabi University, Patiala, Punjab, India; the University of Colombo, Sri Lanka; the University of Punjab, Lahore, Pakistan; and Tribhuvan University, Kathmandu Nepal as a core and a theory course, but the University of Dhaka, Bangladesh, not teaching the course.

Information Storage and Retrieval and Advanced Knowledge Organization (80%) courses are taught at Punjabi University, Patiala, Punjab, India, and the University of Punjab, Lahore, Pakistan are teaching both the courses as a core course as well as theory course; but the University of Dhaka, Bangladesh is teaching Information Storage and Retrieval as core and theory. Advanced Knowledge Organization is being taught as a core and practical. Tribhuvan University, Kathmandu, Nepal is teaching as core, theory and practical, except at the University of Colombo, Sri Lanka.

Digital Library; Management of Libraries and Information System; and Thesis (80%) courses are taught at the four universities. The University of Colombo, Sri Lanka, is teaching Digital Library; and thesis as core and theory, but Management of Libraries and Information System as an optional course. The University of Punjab, Lahore, Pakistan, is teaching Digital Library as a theory; Management of Libraries and Information System as a core and theory course; and Thesis as an optional and theory course. The University of Dhaka, Bangladesh, is teaching Digital Library, and Management of Libraries and Information System as core, theory, and practical courses, but Thesis as a core and theory course. Tribhuvan University, Kathmandu, Nepal is teaching Digital Library as a practical course, Management of Libraries and Information System is teaching as core, and both theory and practical course; and Thesis is teaching as a theory course.

Library System and Services, Information and Communication Technology, Information Sources and Services, and Information Literacy (60%) are being taught at three universities. Punjabi University Patiala, Punjab, India, and the University of Punjab, Lahore, Pakistan, are teaching the course Library System and Services as theory and optional/elective. The University of Dhaka, Bangladesh, is teaching the course as core and theory. Punjabi University Patiala, Punjab, India, and Tribhuvan University, Kathmandu, Nepal, are teaching the course Information and Communication Technology as core, theory and practical. But the University of Punjab, Lahore, Pakistan, is teaching the course as core and theory. The University of Colombo, Sri Lanka, and the University of Punjab, Lahore, Pakistan are teaching the course Information Sources and Services as core and theory, but Tribhuvan University, Kathmandu, Nepal, is teaching as core, theory and practical course. The University of Punjab, Lahore, Pakistan, and the University of Dhaka, Bangladesh are teaching the course Information Literacy as core and theory, but the University of Colombo, Sri Lanka is teaching the course as theory and optional.

Information Analysis, Consolidation and Repackaging, and Information and Literature Survey (20%) courses are taught only at Punjabi University, Patiala, Punjab, India. Information Analysis, Consolidation and Repackaging is teaching as a core, theory and practical course, but Information and Literature Survey as an option, theory and practical course.

Communication Skills (20%) course is teaching only at the University of Punjab, Lahore, Pakistan, as core and theory course. Education for Library and Information Science-1&2, *Preservation and Conservation of Documents-1&2*, Comparative and International Librarianship-1&2, and Specialization Paper-1&2 (20%) courses are teaching only at Tribhuvan University, Kathmandu (Nepal) as optional course.

#### **4.0 Conclusion and Recommendation:**

The South Asian countries' LIS educational systems are more similar than different. The fact is that there are numerous opportunities and problems in LIS education in South Asia. It is concluded that the overall curriculum is more focused on theoretical and management courses and less focused on ICT courses. The LIS curriculum of these nations will surely become obsolete if they don't focus on ICT courses. The LIS curricula in these nations must be modified to the shifting requirements of the digital world. A model curriculum built on cutting-edge course materials and ICT innovations is thus urgently needed. The need for professional accreditation is now high. The cutting-edge concepts are knowledge management, information literacy, and e-learning. These need to be included in LIS courses and reflected in nomenclature as well. To support e-learning, open and distributed learning (ODL), and the globalization of LIS education and research, one must take advantage of the



opportunities provided by ICTs and the Internet. The future library and information professionals can only be prepared for change and competition in this way by improving the LIS courses.

#### Reference

- i. Abdullahi, I. (2008). Cultural mediation in library and information science teaching and learning. *New Library World*, 109 (7/8), pp. 383-389
- ii. [https://www.researchgate.net/publication/235270753\\_Cultural\\_mediation\\_in\\_library\\_and\\_information\\_science\\_LIS\\_teaching\\_and\\_learning](https://www.researchgate.net/publication/235270753_Cultural_mediation_in_library_and_information_science_LIS_teaching_and_learning)
- iii. Kumbhar, Rupali, & Tadasad, P. G. (2022). ICT Components in The Curriculum of Master's Programme In Library And Information Science Among Women's Universities In India, *Journal Of Indian Library Association*, Vol. 58 (1)
- iv. <https://journal.ilaindia.net/index.php/lib/article/view/423/131>
- v. Mahmood, K. (2009). LIS Curriculum review using focus group interviews of employers. *Asia-Pacific Conference on Library & Information Education & Practice*
- vi. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1830&context=libphilprac>
- vii. Singh, Jagtar & , Wijetunge. (2018). Library and information science education in South Asia: Challenges and opportunities Item Type Conference Paper
- viii. [https://www.researchgate.net/publication/327837088\\_Library\\_and\\_information\\_science\\_education\\_in\\_South\\_Asia\\_Challenges\\_and\\_opportunities\\_Item\\_Type\\_Conference\\_Paper](https://www.researchgate.net/publication/327837088_Library_and_information_science_education_in_South_Asia_Challenges_and_opportunities_Item_Type_Conference_Paper)
- ix. Singh, S. P. (2003). Library and information science education in India: issues and trends. *Malaysian Journal of Library & Information Science*, 8 (2), pp. 1-17
- x. [https://www.researchgate.net/publication/228848194\\_Library\\_and\\_information\\_science\\_education\\_in\\_India\\_Issues\\_and\\_trends](https://www.researchgate.net/publication/228848194_Library_and_information_science_education_in_India_Issues_and_trends)