

Reorienting Priorities For A Safe Sustenance : A 21st Century Vision For The LIS Professionals

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Abstract

The paper identifies the changes taking place in the Higher Education and gives a brief overview of the LIS Education, its past happenings, and its present status. It briefly spells out the changing trends in the LIS curriculum, and the varied views expressed by renowned professionals regarding the profession vis-à-vis professionals. Further, the article emphasizes the role of NAAC as a positive indicator in boosting the image of academic libraries, and its share in the reaccreditation cycle. It further explains the changing job profiles and competencies of the LIS profession, and highlights the efforts initiated by the Western countries in reorienting the syllabi of LIS and enumerates examples of their Indian counterparts. The paper puts forth certain basic considerations, the various problem areas and highlights the need to think beyond the curriculum, for a safe sustenance of LIS professionals.

Keywords: ICT, LIS Curriculum, LIS Profession, Continuing Education Programme, Reorientation Quality Assurance

1. Preamble: Higher Education: Some Observations

The Indian education system since its inception in 1857 has expanded phenomenally after independence. Today, India has more than 398 Universities (this figure is likely to increase to 1500 by the year 2015), and over 18,000 colleges churning out over million graduates each year. Statistically, India stands at third place in terms of volume of production only next to USA and China. "It is now in the process of finding its rightful place in the family of nations. It is important, that our universities should be able to train, and prepare the students for the great transformation taking place in the country, and prepare them for facing their responsibilities." (Mathai, John, 2007). "Most students fail to make a mark. Yes, they have a degree, but they are not employable. They lack technical and soft skills." (Karnik, Kiran, 2006).

The major concern is quality education, and its recognition in the international market, where India is trailing behind. University education is simply not geared to meet employment qualitative requirements. Of the entire youth force pursuing degree programs, only 10 to 15 % possess the ability to get selected in suitable jobs. (Dhaka, M.S., 2007). With just 1% of the student population getting exposed to quality education, the rest find it extremely difficult to get jobs. The main reason being poor quality graduates. (Biswas, K. K., 2007). "Our universities are simply functioning as degree giving institutions concentrating on conducting examinations rather than becoming a system that transmits, generates, and interprets knowledge." (Beteille, Andre, 2005). "One of the

main reasons, for such poor skill competency is the lop-sided growth with emphasis on churning out university graduates to the neglect of employable industry skills." (Pant, Manoj, 2007)

The recent critical appraisal undertaken by the governmental agencies, and independent academicians into the prevailing education system revealed some underlying facts, which need immediate attention. Some of the burning issues are (a) Over production of educated persons; (b) Increasing educated unemployment; (c) Resistance to change the syllabus as per the changing needs; (d) Mismatch of the theoretical teaching practices with the actual work environment; (e) Dampening of student motivation; (f) Increasing unrest and indiscipline in the campuses; (g) Frequent collapse of administration; (h) Deterioration of standards; (i) Demoralizing effect of the irrelevance and purposelessness.

Looking to the preference of the subjects, it is closely observed, that even today, students prefer subjects related to Engineering, Medicine, Business Management, etc. Humanities and Social Sciences have remained undersubscribed. Library and Information Science being one of them, falls in the same category.

2. Library And Information Science Education: Past Profile

Library and Information Science Education has a rich history, the seeds of which were sown by three Westerners, John Macfurlane (1901-06), William Alanson Bordon (1911-1913) and Asa Don Dickinson (1915-47). The auspicious beginning was made by Melvil Dewey. The pioneering efforts, initiated by Dr. S.R. Ranganathan bore fruits, and the first full time university course was started in Madras (now Chennai) in 1931, which was later changed to full time PG course in 1937. Subsequently a number of Associations and universities also joined hands, and were instrumental in starting long and short term courses in various parts of the country between 1920-1964. There has been a steady growth in the number of courses and schools since 1960's.

2.1 Present Status

India would be one among the first five countries, imparting Library and Information Science (LIS), education, in the world. LIS today is a well recognized discipline of study and research. Currently, LIS education is being imparted by a variety of institutions which include, universities, (traditional/ deemed vis-à-vis open), affiliated colleges, polytechnics, professional associations, documentation centres, etc. Presently, there are about 120 universities, in India offering LIS education at various levels, and 63 universities offering doctoral degree in LIS. (Rameesha and Ramesh Babu, 2007). Maharashtra, more particularly, Vidarbha has more than Twenty LIS schools (a number of which are on the verge of closing down) affiliated to Rashtrasant Tukadoji Maharaj Nagpur University.

As many as 52 Universities are offering distance education programs in LIS. (Asundi, A.Y. and Karisiddappa, C.R., 2007). Annamalai University (Chennai), Dr. B.R. Ambedkar Open

University, (Hyderabad), IGNOU (New Delhi), Karnataka State University, (Mysore), Kashmir University, (Srinagar), Punjabi University, (Patiala), University of Rajasthan, (Jaipur), YCMOU (Nashik), et al. are some of the leading pioneer LIS Distance Education Schools which match the required standards.

2.2 LIS Curriculum: Some Trends

LIS curriculum has always taken a cognizance of the changing trends in the profession to prepare their professionals to meet the varied dimensional needs. Revisions have been exercised in the curriculum every five years (at times every three years). The first landmark was the "Ranganathan report on University and College Libraries and Library Science Education," followed by "Kaula Committee on Curriculum Development in LIS Education (1992) and "Karisiddappa Committee report on Curriculum Development in LIS (2001-02). (Asundi, A.Y., and Karisiddappa, C.R., 2007).

UGC Model Curriculum has given a new impetus by way of modular structure emphasizing two year integrated MLISc program. (Ramesha and Ramesh Babu, 2007). The two year integrated course (MLISc I/II) as suggested by the UGC- CDC (2001-02), has been adopted by several universities with success which allows flexibility (20%) in the universal applicability of the syllabi. On a positive note, the curriculum appears to have the viable balance between the traditional and technological aspects, practices, skills, and techniques necessary for handling the changing trends in the profession.

When we evaluate, and analyze the LIS education in this backdrop, the resulting picture appears to be very rosy, and encouraging, but the same does not hold true, when one actually looks at the working environments of the LIS professionals, the avenues for employability, professional expectations etc. Eisenberg, Michael B et al., mentioned that an integration of traditional areas and IT developments is seen vibrantly in India as is evidenced research generated by the departments of Indian universities.

3. LIS Profession/Professionals: Views and Counterviews

What is expected of the librarian's of the 21st century? is a question which has been posed time and again by many. It depends on whom you ask, the general public, when informed that professional librarians require a Master/MPhil./NET /SLET degrees, usually respond with "I didn't know that you needed an advanced degree to shelve, and check out books." However, human resources executives /CEOs of medium and large corporations, are looking for "information specialist/librarians" who not only have advanced degrees, but significant and varied experience in information management. They are looking for highly trained and self motivated professionals who can not only safeguard company's precious proprietary information, but can also assist and train employees on how to access the information they need to ensure company is successful and profitable. To the astonishment of many, it really does take an exceptional person to enjoy working in a library and to become good at it. Even more importantly, it takes an extraordinary library worker to become a successful professional librarian of the 21st century. (Gassman, Barbara Lovato, 2003).

In recent years the public have begun to understand the field of librarianship in new ways. Some feel "that the field has really changed in recent years" or "it might be really exciting to be a librarian." Some might opine that "librarians are involved in same kind of work that they have always done, though they perhaps now do that work in new ways or with new tools. Under "Qualifications" (western counterparts) in some job descriptions, you may find that a library is seeking an individual who is "innovative" and "forward" thinker. In the most limited way, this could be defined as someone who is able to deal with the rapidly changing environment of libraries today, someone who is able to think about library service in ways that expand beyond any specific job skills or experience. (Dermody, Melinda, 2003).

When we talk about the developing countries like India, the scenario may not be different. Even today, there is lot of misconception about librarianship, which needs a serious thought. Mere change in the curriculum of LIS is not bringing the desired effects in the profession. Though, several study based observations on curriculum by authors around the world draw conclusions limited to particular regions, these may be uniformly applicable to other regions as well.

Shiholo and Ocholla have deliberated on the training needs of LIS professionals in Kenya. Ocholla and Bothma have made a detailed study on the status, trends and challenges of library and information education and training in Eastern and Southern Africa. Similar studies have been carried out in Mexico by 'Morales' and from Croatia by 'Horvat.' In a comparative study of UK, USA, India, and Iran 'Mortezaie and Naghshineh have lamented on "a widening chasm between LIS education in developing countries and those in developed countries. (Asundi, A.Y., and Karisiddappa, C.R., 2007). In the words of Lancaster "we must shift the focus of our professional concern away from the library as an institution and towards the skilled professionals who will become a professional practitioner on par with medical and legal practitioners."

Technology is becoming an integral part of education and LIS is no exception. One of the important features in India is reorganization of business, industrial and education sectors with new technologies that may find new jobs (web-log designers, system administrators, and net based service providers' et al.) may be the new possibilities for employment of young professionals. (Varalakshmi, R. S. R., 2007). "Librarians who are comfortable with last year's technology, and who are not current and innovative in the use of technology will quickly fall behind, and with them will fall the library." (Ballabh, Anand, 2006).

4. NAAC: A Positive Indicator For The Academic Libraries In India

The National Assessment and Accreditation Council (NAAC) is one of the premier Quality Assurance Agency (QAA), which is primarily addressing the issue of institutional quality assessment, and accreditation apart from the complementary and supporting services provided by the institutions.

NAAC has already assessed and accredited 3,652 Higher education Institutes (HIEs), 140 University level institutions, 3,492 Affiliated/Constituent colleges, and second cycle of 10 Universities and 121 Affiliated/Constituent Colleges. (Katre, Shakuntala, and Verghese, Mariamma A., 2007).

In a complex information environment of triumphs and failures, and wide range speculations of the profession fading into oblivion, the mandatory standards of NAAC and quality indicators for the academic libraries have brought about a sea change in the attitude of library profession vis-à-vis professionals. Academic libraries have taken recourse to all the technological advancements necessary for gearing up their services. The managerial support of the institutions to their libraries, and their positive outlook, has moved the libraries from their ill defined corners to the forefront to accept new challenges. Despite the fact, that this experience may not be generally shared by all academic libraries (Urban vis-à-vis Rural), nevertheless, the statement hold true.

Professionals, who shunned the thought of introducing computers in their work places, have forged ahead to accept new responsibilities to match the required standards. Computers have found their way in library and information centres in a big way. It is heartening to note, that our libraries/LI centres/Learning Resources Centres have been able to achieve moderate success in using and exploiting the new IT to the best of their advantage. NAAC has gone a step ahead in suggesting some "Best Practices" for libraries, most of which are related to Information and Communication Technology (ICT). Some of these are (a) Information Literacy Programs; (b) Creation of digital repositories; (c) Development of website/web page for library including all services and necessary information; (d) Establishing linkage with the functional units of the university/institution, and other libraries; (e) Initiatives for research projects from the library; (f) Development of electronic environment and (g) Building a network of college libraries under the aegis of the university. (Kaliyammal, A., and Sarasvady, S., 2007).

The present methodology, for the reaccreditation of the institutions has further been fine tuned which would be effective from 1st of April 2007. Under the criterion IV 'Infrastructure and Learning Resources' points 4.3, 4.4, 4.5 and 4.6 deal with Library as a learning resource; ICT and other resources; Other facilities; Best Practices in the development of infrastructure and learning resources. The above mentioned key aspects have been assigned weightages in the range of (35/15/10/10) i.e. almost 70/100 exclusively for the Libraries/Learning Resource Centres. (Katre, Shakuntala, and Verghese, Mariamma A., 2007).

The National Knowledge Commission has also given a very serious thought towards enhancing the library services, more particularly the Public Libraries in the light of the technological advancements in the field.

5. Job Profiles and Competencies For Library Professionals: Changing Scenario: Cutting-Edge University

Job Description: Seeking "Super Lib" for the position of information literacy librarian at the dynamic institution committed to providing quality service to students, Faculty and staff.

Qualification: Must have an MLIS from accredited institution with minimum of three years PG experience/Second Master's degree in the field of education with a minimum of three years successful classroom teaching. Competency with all aspects of information technology essential. A team player able to work successfully with library staff and interface with the university's academic units. Organised self-starter stronger than a determined dean, faster than changing technology, able to leap tall bookshelves in a single bound et al. (Birks, Jane and Oesleby, Liz, 2003).

"When I received my Bachelor's degree way back in 1990s, I had very little experience using computers and my computer aptitude was limited to using word-processing program to prepare papers that I researched "the old fashioned way." When I entered library school three years later, I was not only expected to be computer literate, but I had to be able to navigate the web proficiently, create web pages, and communicate and learn in a completely virtual environment." (Gassman, Barbara Lovato, 2003).

Looking at the job description for Web-savvy librarians could include a mix or match of any of the following skills: HTML, XML, SML, PERL, PHP, ASP, SQL, JSP, java script, Visual and Visual Basic et al. This is in addition to non web technologies, including Microsoft Word, Excel, Access, PowerPoint and numerous desktop publishing programs. This lengthy list of skills can seem daunting and leave a job-seeking librarian wondering which technologies to spend the time learning and in how much depth. (Kasperek, Sheila, 2003).

Jose Ortega Y. Gasset in his address to the International Congress of Bibliographers and Librarians in Paris concluded, by saying that "Within this social environment, the librarian of the future must function as a filter between the reader and torrent of books. Thus a librarian must embrace continuous learning not only of technology, but also new frames of reference and paradigms. More importantly, the meaning that one derives is from conceptualizing one's library and one's work within the environment. This is my view of one aspect of the future."

6. Indian Scenario: Study Based Observations

'R.S.R. Varaalakshmi' in her advertisements based observation cursory review of Employment News (Oct. 2004 to Sept. 2006) revealed that there were only 51 job announcements for LIS personnel (excluding recruitment of Trainees by Special Corporate/Public sector resulting to few hundreds), whereas, the production of LIS manpower in algebraic numerals was much more than what was expected.

K.S. Raghavan has carried out two studies to examine the nature and complexion of the emerging information job market (based on the recent job notifications on the web). The study gives an idea of the nature of changes that have taken place in terms of skills and knowledge expected of potential recruits in the traditional job market. The study also shows the nature of job positions occupied by 32 students who graduated from DRTC, Bangalore and obtained their Associateship in Information Science between 1996-2005. He opines, "It is obvious that the nature of requirements even in the traditional libraries is significantly different from what normally constitutes the course contents of LIS education program at the Master's level." Looking to the changing job profiles in LIS profession, a number of institutions/Universities/Colleges all over the world have started Advanced Courses in ICT. Such statistics based surveys may be encouraging for some institutions, but these positively need a serious thought when applied on a larger perspective.

To cite an instance from the recent past advertisement given by IIT kharagpur for the post of Assistant Librarian with the following qualification: (a) BE/BTech. with Computer Science or (b) MCA or (c) MLISc with PGDCA. It is evident, from the above prescription that the basic knowledge of library science is being marginalized and computer knowledge is predominating. (Damodhar, P., 2001). A number of renowned authors, have also revealed, that of late a number of job profiles announced for LIS professionals, have completely overlooked the professional degrees, and are ready to provide opportunities to professionals coming from the IT environ. Are the LIS professionals fading into oblivion, is again an issue which needs serious deliberations.

7. Reorienting Priorities: Efforts In The West

Sub-Saharan Africa LIS schools offer a wide variety of ICT modules within their curricula. However, the curriculum is harmonized – neither across the region, nor even within individual countries. Thus within one country, such as South Africa, it is not unusual to find great diversity of offerings among the LIS schools. Each school attempts to offer what they believe to be key competencies for their graduates. But also underlying this diversity is the national and Institutional ICT capacities. According to Minishi-Majanja and Ocholla (2004), the modules that generally top the list are of fundamental relevance to LIS practice. These include Operating Systems, Applications software, Hardware & Software selection, LANs and Intranets, Internet Facilities and Internet Tools. However, as mentioned before, what is taught in the above modules does not always translate into comparable knowledge and competencies. An independent subject, ICT is offered only as an optional course" in the MA Information studies curriculum at the University of Dar-es- Salaam (Manda, 2006:5).

A Reflective of the relative importance of ICT Modules include Online Data Searching, Internet Facilities, Management of Library Automation, General Application Software, Library Software, Information Systems, Electronic Publishing, Internet Tools, Hardware Selection, Internet Hardware Software, Hypertext, Operating Systems, Local Area Networks, Intranets, Automatic Indexing, Text Digitization, Broadcast Technologies, Programming, Electronic Document Delivery, Artificial Intelligence,

Intelligent Gateways, Data Communication, Telecommunication, Network Architecture et al. Computer-assisted teaching/learning is already happening in many of the African LIS schools, but mainly just occasionally. An example is the University of Botswana, which has introduced e-learning by encouraging lecturers to use the WebCT platform in delivering courses and the Department of LIS has been in the forefront in embracing the innovation (Moahi, 2006).

7.1 London Metropolitan University

The course consists of six taught modules, plus a double-module research project. All modules are compulsory. The course is taught through modular teaching sessions and distance supported learning. Outside study periods, you are supported via email and WebCT, and therefore access to the Internet and email is essential.

7.2 MSc: Information Systems Development

The course comprises six taught modules and a final project. The taught modules are: *Agile Information Systems Development; *Relational Database Development; *Object-Oriented Information Systems Development; *Information Systems Research and Development; * Web-based Information Systems Development; *Evolution and Support of Operational Information Systems.

7.3 Msc: Information Systems Development: City Campus, PG Centre Course Module

The course aims to develop an understanding of the core skills of systems development and of innovative developments within the industry. System analysis and the design aspects of information systems development are emphasized, in particular, web-based and object-oriented projects. The course provides students with the knowledge and skills required for working on the analysis, design and implementation of Information Systems in a commercial context. The modular structure of the course makes it more accessible for those in employment, offering a coherent course with modules that complement each other. Students have access to a wide range of hardware and software, both within the department, and university wide.

Module

BSP001	Agile Information Systems Development
BSP002	Relational Database Design
BSP003	Object-Oriented Information Systems Development
BSP004	Information Systems Research and Development
BSP005	Web Based Information Systems Development
BSP006	Evolution and Support of Operational Information Systems
BSP007	Information Systems Development Project

Apart from the above, mentioned efforts, there have been initiatives to offer varied courses in LIS in almost every part of the West to suit the changing needs of the information profession.

8. Efforts In India

Department. Of Library And Information Science: Osmania University Hyderabad. Master of Library and Information Science (MLISc) : Semester System (Revised Syllabus from the academic year 2006-2007): 1st Semester (a) Information and Communication; (b) Information Technology (IT); (c) Information Retrieval Systems (Theory); (d) Research Methods. 2nd Semester: (a) Management of Library and Information Centres; (b) Information Systems and Programs; (c) Library Automation and Networking; (d) Computer Software (Practical I); (e) Library Software (Practical II).

Internship

The Student has to undergo Two months compulsory Internship in a recognized Library / Information Centre. The Internship has to be completed within three months from the last examination of the 2nd Semester.

Department of Library and Information Science, R.T.M.N.U., Nagpur

One of the oldest departments of our country (5th in rank), started in the year 1956. The department has been successfully conducting the integrated MLISc curriculum since 2003 (as per the guidelines of UGC, CDC for LISc). The intake capacity of the students is forty for MLISc part I. The department, and more particularly, the RTMNU offers all the optional/elective papers to its students. (Rajyalakshmi, D. and Lihitkar, Shalini, 2007).

Course Module: MLISc I

- (a) Foundations of Library and Information Science;
- (b) Knowledge Organisation, Information Processing and Retrieval;
- (c) Management of Libraries and Information Centres;
- (d) Information Sources and Services;
- (e) Information Technology Basics;
- (f) Research Methods and Statistical Techniques.

MLISc II

- (a) Information and Communication;
- (b) Information Analysis, Repackaging and Consolidation;
- (c) Information Retrieval and Bibliographical Control;
- (d) System Analysis and Bibliometrics;
- (e) Information Technology Applications;
- (f) Information System (Elective Paper: One of the Five Options),
 - (i) Archival, Museum, and Archeological Information Systems;
 - (ii) Agricultural Information System;
 - (iii) Biotechnology Information System;

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- (iv) Legal Information System;
 - (v) Industrial Information Systems.

The MLISc/I/II Practical papers include study of Ten Library Automation Softwares (Including Local Packages); Library and Information Science Abstract covering Subject coverage, Search modes, Search techniques; Internet which is inclusive of WWW, Web Browser, Search tools/Exercises, Advanced internet search skill, E (e)-mail and other exercises; Designing a Web Page which includes Structure of web page, Steps for developing Web Page, Languages for creating a web page, Salient features of library website etc. (Hirwade, Mangala, and Hirwade, Anil, 2007).

Looking to the efforts indicated in the preceding parts of the article, it is clear, that every MLIS course module (Western/Indian) has tried to blend traditional and modern LIS subjects, giving ample scope to the students/future professionals to master the required skills in theory and practical, but what are the reasons, that the profession/professionals are not moving in the required pace, have to be pondered in depth.

9. Opportunities For The Working Professionals: Continuing Education Programmes(CEPs)

Continuing Education Programme has gained great importance in the rapidly changing profession, more particularly, the library profession. "CEP is a process by which library personnel (alone, in groups, or in organizational settings) purposefully seek to improve themselves or their profession by changing their knowledge attitude and skills." (Ballabh, Anand, 2006). The National Social Science Documentation Centre (NASSDOC) offers forty courses of two weeks duration for LIS professionals. The Medical Library Association of India has twelve such courses. The National Medical Libraries also offer a dozen courses usually of five weeks duration.

The Indian Library Association (ILA), one of the leading library associations of India, is conducting continuing education programme, and at present offering twenty such courses. In the special library field, the Indian Association of Special Libraries Information Centres (IASLIC) is also offering different types of short-range courses, workshops, and annual conferences in different areas of library & information science. IASLIC, which was established in 1955 in Calcutta regularly, organizes study circles, workshops, short-range courses/training as well as conference seminars every year. DRTC Virtual Classroom for Continuing Education can be seen as the revival of DRTC refresher course in a new form.

UGC regularly arranges Refresher and Orientation courses for Library Professionals. There are some Forums in the country devoted exclusively for library and information science professionals to interact among themselves through e-mail. These forums help the professionals to share their views, ideas, latest developments and issues in the profession, getting response to queries regarding

the difficulties at workplace, announcement of recent conferences, seminars, etc. (Rajyalakshmi, D., and Hirwade, Mangala, 2007). Other training sources include, Library Committee and Meetings, Workshops, Refresher Programmes, Short/Long term Computer Courses, Conferences, etc. Apart from the above, there are several e-learning modules, for the LIS professions to keep a track of the shifting profiles of the working population in the information related jobs. An e-learning (UNESCO Sponsored Portal) was recently inaugurated by Padmashri Dr. Nalli Kuppaswamy Chetty under the aegis of the Society for the Advancement of Library Science (SALIS) at the Connemera Public Library, Chennai. A number of LIS professionals have contributed to the module as content developers. ([http:// salisonline.org](http://salisonline.org) , 5.1.2008).

10. Basic Considerations For LIS Professionals

Some basic considerations for curriculum revision for the future students/LIS professionals include the following factors: (a) Libraries are changing significantly and they will change constantly; (b) New information systems and services continue to appear with others in the planning stage or development; (c) The basic needs of the information seekers have not changed, but they have broadened, intensified, and become more challenging; (d) Access to information has improved and will continue to do so; (e) Effective management of libraries and information systems, and information resources in a variety of organizations must be adaptable to change; (f) Modern information problems require flexible and readily adaptable approaches.

10.1 Problem Areas

Some of the problems encountered by LIS professionals which have to be addressed without delay are proliferation of courses and numbers, degradation of degrees, lack of infrastructure, lowering of standard, affect of variations, difference in course contents, relevancy and orientation, lacunae in training and multiplicity of levels, distance education, student characteristics, lack of accreditation etc.(Chatterjee, Amitabh, 1985). Some of the other problem areas, are lack of uniformity in programmes, checks and balances, inadequate finance and infrastructure, emphasis on regional language, fast changing technology, and lack of trained faculty in IT based activities, gap between teaching and practice, lack of co-ordination between LIS schools and libraries, increasing unemployment, and under employment. (Thalawar, V.G., 2005).

In addition to the above, some other factors are, lack of ICT access to LIS learners and teachers, lack of financial resources to augment and adopt the latest innovative means, lack of proper perspective and policy development, lack of perception on part of LIS learners, lack of well connected telecommunication facilities et al. (Ramesha, and Ramesh Babu, 2007). Though, several authors have sounded positively on internationalization of the LIS education encouraging group exchange programmes (a number of students from the west have enrolled themselves in India for study and research in LIS), they have also said, that the needs of the developing countries are varied, and

hence any change in LIS education should suit the social, economic, and political environment of the country. India can be considered as a viable partner in reshaping the LIS education in developing countries. (Asundi, A.Y., and Karisiddappa, C.R., 2007).

11. End Notes

Students of LIS in the recent times face an information landscape that is radically different from the sheltered havens that we experienced as students. We worked with finite collections of carefully selected materials. By contrast, our students will work in electronic environments where the boundary between scholarly information, popular resources, and outright misinformation is blurred. As traditional resources migrate to online formats, it will become more and more difficult for students to find and evaluate information effectively. Helping our students to battle in this chaotic information arena must be our top priority as librarians.

Being a librarian in the next few decades won't be an easy task. A lot of folks believe we can't adapt fast enough to keep up with the new information technologies. If we remember that we are fighting for our students/profession, and not just ourselves, we believe we can. Alarm has been sounding loudly for quite sometime now it is do or die situation.

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