

# **Building Competencies in LIS Students - Focusing Beyond Core LIS and ICT Skills: What LIS Educators have to say?**

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## **ABSTRACT**

*The objective of this study is to identify whether Skills for Life Long Learning; Soft Skills; Skills for Social Interaction and Responsiveness; and Skills for Indigenous Knowledge Management are essential competencies for LIS professionals in the opinion of LIS educators of India. Survey method with questionnaire as a tool was used to collect the data. LIS educators opine that the above competencies are important and should be included in the curriculum. Uniformity and standardization in curriculum also needs to be addressed. It is suggested that there should be an accreditation agency in India to design and develop LIS curriculum and also be responsible for its implementation. The curriculum should include all the competencies required in present time keeping international standards, national needs and local variations in mind.*

**KEYWORDS:** LIS Education, LIS curriculum, LIS Competencies, LIS Skills, Lifelong Learning, Soft Skills.

## **INTRODUCTION**

LIS education in India is more than a century old. It started with an in-house training program for the staff of Imperial Library in 1901 by MacFarlane's [1]. Later, certificate and degree courses were started by library associations and universities. Today, universities in India offer Library and Information Science degrees at Bachelor, Master, M.Phil. and Ph.D. level. Many certificate and diploma courses in Library and Information Science are also offered by universities and library associations.

Over the years LIS education has developed and transformed to keep pace with changing times. As, libraries in India are transforming from traditional to digital libraries, it is evident that LIS professionals will not only require Professional Library Skills but will also need Information and Communication Technology (ICT) Skills.

But, only Professional Library Skills and ICT Skills will not suffice. Literature review shows that Skills for Life Long Learning; Soft Skills; Skills for Social Interaction and Responsiveness; and Skills for Indigenous Knowledge

Management are also essential to meet today's demands of the profession. LIS education will need to incorporate all these aspects in the curriculum.

An attempt was made to study the curriculum of undergraduate and postgraduate LIS programs of Central Universities of India to find out whether the curriculum had content to develop the above mentioned competencies in LIS students. The syllabus of courses taught was evaluated with respect to above six competencies. It was found that LIS curriculum has content to meet the Professional Library Skills and ICT Skills but the other competencies are not very well addressed [2].

The present study is based on the above prior study and aims to get the opinion of LIS educators of India on competency requirements for LIS Professionals and identify the challenges faced in including the same in the curriculum. The analysis of the data will enable better understanding of present needs; identification of essential competencies required by LIS professionals; the challenges faced and suggest ways to bridge the gap between competencies required and the curriculum. This will help revamp the LIS curriculum to incorporate courses and activities to develop essential competencies in students and thus facilitate their holistic development.

## **LITERATURE REVIEW**

In 1911, Sayaji Rao Gaekwad, Maharaja of princely state of Baroda, invited W.A. Borden to train library workers at Central Library in Baroda. W.A. Borden started a course titled "Library Science" for the purpose and this was the starting of formal LIS education in India. It was followed by a training course in Punjab University (now in Pakistan) in 1915 by Asa Don Dickinson. Later a certificate course in Library Science was started by Madras Library Association in 1929 and by Bengal Library Association in 1935 [3].

After that many universities started full time Post Graduate Courses of one year duration starting with Madras University in 1931 and followed by Andhra University in 1935, Banaras Hindu University in 1941, Bombay University in 1944, Calcutta University in 1946 and Delhi University in 1947 [4].

At present, education in LIS is provided at different levels. Bachelor of LIS (B.Lib.I.Sc.) of one year duration, Master of LIS (M.Lib.I.Sc.) of one year duration, Integrated Master of LIS (M.Lib.I.Sc.) of two year duration and Ph.D. Certificate Programs of six month duration and Post Graduate Diploma Programs of one year duration are also offered by many universities and library associations.

The University Grants Commission (UGC) drafts and controls the course structure of various programs offered by the universities and colleges. To design a model curriculum for LIS programs at bachelor and master level, UGC constituted the first Curriculum Development Committee (CDC) in 1990 under the Chairmanship of Prof. P.N. Kaula and the second CDC in LIS under the chairmanship of Dr C.R. Karisiddappa in 2000 [5]. The report of CDC 2000 submitted in 2001 is the basis for designing of course structure for the various LIS programs. It provides guidelines for curriculum designing. UGC has also launched a LOCF based syllabus for B.Lib.I.Sc. in 2020. Now the Universities are trying to implement NEP 2020 and accordingly the LIS Departments are trying to revamp their curriculum. However, in India there is no accreditation agency for LIS programs and the universities being autonomous bodies can design their own curriculum for the various LIS programs.

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Curriculum designing is an ongoing process because curriculum has to change with the changing needs. We need to innovate and incorporate new ideas, new concepts and new subjects into LIS education. The curriculum has to be designed keeping the present competency requirements of LIS professionals in mind. Kumar and Sharma[6], Varalakshmi [7], Ganaie [8], and Ganesan [9] have rightly said that we will have to recognize that LIS is not a mere academic discipline, it is a professional course, which involves practical, observational and experimental study. Sahu and Sharma[10], Kolle and Parmeshwar [11], Banerjee [12], Shrivastava, Bhatt and Ansari [13], and Kulkarni [14] advocate the need for soft skills and skills for lifelong learning. They opine that along with the core library skills, these skills are also essential for LIS professionals. Rao and Rao [15], Vohra [16]; and Kamila and Bhattacharjee [17] lay emphasis on internship, training, need based project work and study tour to gain first-hand experience of work environment.

Also, ALA in its Standards for Accreditation of Master's Program in LIS, Standard II: Curriculum, has specified that the curriculum should address social interaction and responsiveness (II.3) through interdisciplinary course work and experiential opportunities [18]. CLIP specified "Values and Ethics" to be the core of any LIS program for accreditation in 2017 [19]. IFLA supports UN 2030 Agenda, which is a framework of 17 Sustainable Development Goals, and believes libraries can play a pivotal role in achieving these roles [20]. Datta and Chaudhuri also state that "sustainability is of utmost concern in every sphere of modern civilization, so it is for libraries". They suggest that librarians should play a proactive role in educating users, staff and community people about its importance [21]. IFLA Guideline for Professional Library/Information Educational Program -2012 has also laid emphasis on inclusion of Indigenous Knowledge in the curriculum [22]. Kamila and Bhattacharjee opine that the shift from industrial age to information age demands customization, team-based organization, initiative, networking and user-oriented approach; and this can be achieved in India through research, education and training [23].

Teachers are the most important element of curriculum implementation. Due to their vast knowledge, experience and competency their opinion should be taken for curriculum development [24]. Jadhav and Patankar opine that as teachers' best understand the psychology of students, they should be involved in the curriculum development process [25]. Teachers should have a primary role in curriculum development [26].

All these aspects need to be considered while designing the LIS curriculum so that LIS students develop into competent and aware LIS professionals. LIS professionals who are not only efficient information managers with ICT skills but who have good interpersonal skills and are aware about sustainability issues at national and international level, and are responsive towards social and environmental needs.

### **OBJECTIVES**

The study has been taken up with an objective to get the opinion of LIS educators in India to ascertain whether Skills for Life Long Learning, Soft Skills, Social Interaction and Responsiveness; and Indigenous Knowledge are essential competencies for LIS professionals in India. It also aims to identify the essential competencies that need to be incorporated into the LIS curriculum and determine factors that hinder inclusion of these competencies in the curriculum.

## METHODOLOGY

Survey method with questionnaire as a tool was used to collect the data. The emails of LIS teaching faculty were taken from the university websites. The questionnaire was sent by email to all the LIS teaching faculty of the Departments of Library and Information Science of all the Central Universities that offer LIS programs. In states where we do not have central university offering LIS programs, questionnaire was also sent to LIS teaching faculty of some state universities. Questionnaire was sent to 100 LIS teaching faculty, 68 of central universities and 32 of state universities by email. Response was received from 50 (50%) respondents.

Based on the literature review various elements were identified that could help develop Skills for Lifelong Learning; Soft Skills; Skills for Social Interaction and Responsiveness; and Skills to manage Indigenous Knowledge. The respondents were asked to give their opinion, on a five point Likert Scale i.e. Absolutely Essential; Very Important, Of Average Importance, Of Little Importance; and Not Important At All, regarding inclusion of these elements in the curriculum. The data thus collected through Google forms was than analysed to draw the inferences.

## DATA ANALYSIS

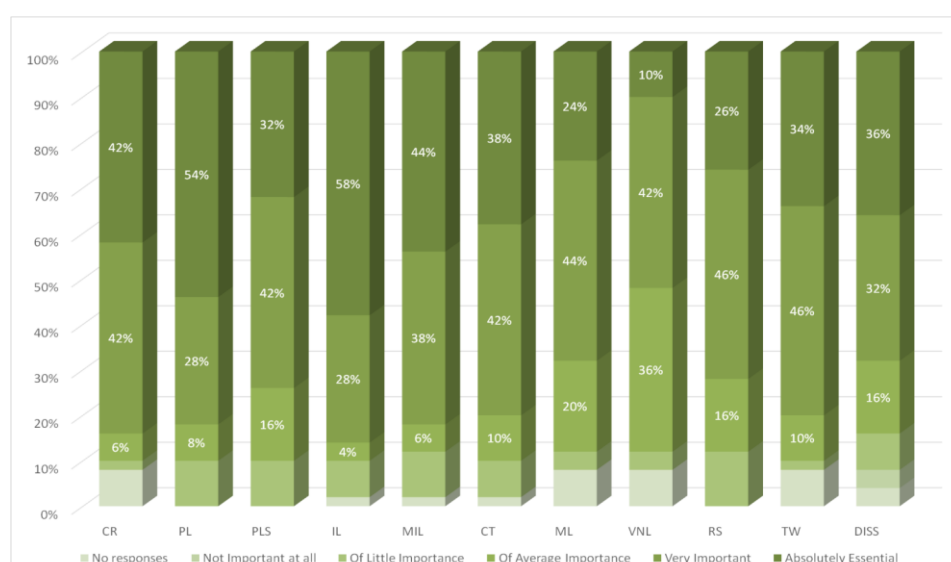
As mentioned earlier, previous study showed that Professional Library Skills and ICT Skills were addressed in the curriculum but Skills for Lifelong Learning; Soft Skills; Skills for Social Interaction and Responsiveness; and Skills to manage Indigenous Knowledge were not very well addressed.

So, to get the opinion of respondents, the different elements identified through literature review have been categorized under four broad parameters namely Skills for Lifelong Learning; Soft Skills; Skills for Social Interaction and Responsiveness; and Skills to manage Indigenous Knowledge.

### Skills for Lifelong Learning

It was identified that inclusion of Copyright (CR), Plagiarism (PLS), Plagiarism Software (PLS), Information Literacy (IL), Method of Imparting IL (MIL), Critical Thinking (CT), Media Literacy (ML), Visual and Numerical Literacy (VNL), Referencing Software (RS), Technical Writing (TW) and Mandatory Dissertation (DISS) in the curriculum would help in developing skills for Lifelong Learning in the students. The opinion of the LIS educators on the importance of inclusion of the above elements in the curriculum was sought. The response is shown in the Fig.1 and Table.1.

**Fig.1.:** Skills for Lifelong Learning



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**Table 1. :** Skills for Lifelong Learning

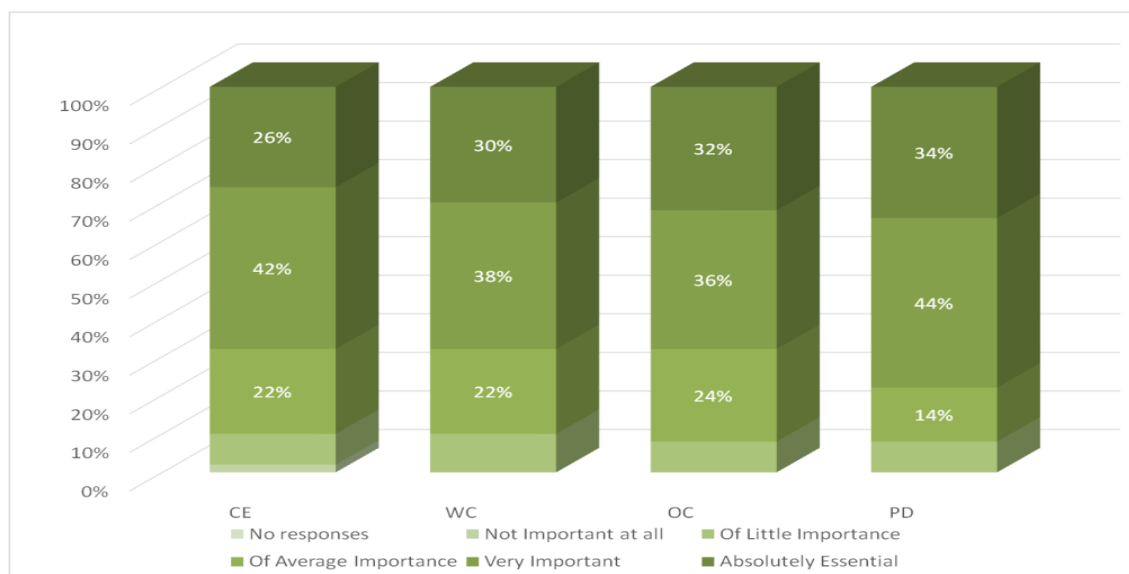
Course Content	Absolutely Essential	Very Important	Of Average Importance	Of Little Importance	Not Important at all	No Response	Total
Copyright (CR)	21 (42%)	21 (42%)	3 (06%)	1 (02%)	0 (0%)	4 (08%)	50 (100%)
Plagiarism (PL)	27 (54%)	14 (28%)	4 (08%)	5 (10%)	0 (0%)	0 (0%)	50 (100%)
Plagiarism Software (PLS)	16 (32%)	21 (42%)	8 (16%)	5 (10%)	0 (0%)	0 (0%)	50 (100%)
Information Literacy (IL)	29 (58%)	14 (28%)	2 (04%)	4 (08%)	0 (0%)	1 (02%)	50 (100%)
Method of imparting IL (MIL)	22 (44%)	19 (38%)	3 (06%)	5 (10%)	0 (0%)	1 (02%)	50 (100%)
Critical Thinking (CT)	19 (38%)	21 (42%)	5 (05%)	4 (08%)	0 (0%)	1 (02%)	50 (100%)
Media Literacy (ML)	12 (24%)	22 (44%)	10 (10%)	2 (04%)	0 (0%)	4 (08%)	50 (100%)
Visual and Numerical Literacy (VNL)	5 (10%)	21 (42%)	18 (20%)	2 (04%)	0 (0%)	4 (08%)	50 (100%)
Referencing Software (RS)	13 (26%)	23 (46%)	8 (36%)	6 (12%)	0 (0%)	0 (0%)	50 (100%)
Technical Writing (TW)	17 (34%)	23 (46%)	5 (16%)	1 (02%)	0 (0%)	4 (08%)	50 (100%)
Dissertation (Mandatory) (DISS)	18 (36%)	16 (32%)	8 (10%)	4 (08%)	2 (04%)	2 (04%)	50 (100%)

From the above table it can be seen that more than 80% respondents find the above aspects important for LIS education. It is also seen that more than 70% respondents opine that Copyright, Plagiarism, Plagiarism Software, Information Literacy, Media Literacy, Critical Thinking, Referencing Software and Technical Writing are *Very Important* or *Absolutely Essential* for LIS curriculum.

**Soft Skills**

Literature review shows that Soft Skills are very important for any professional. Communicative English (CE), Written Communication (WC), Oral Communication (OC) and Personality Development (PD) in the curriculum would play a very important role in developing Soft Skills in the LIS students. The opinion of the LIS educators on inclusion of these elements is shown in Fig.2 and Table.2 given below.

**Fig.2.:** Soft Skills



**Table 2:** Soft Skills

Course Content	Absolutely Essential	Very Important	Of Average Importance	Of Little Importance	Not Important at all	No Response	Total
Communicative English (CE)	13 (26%)	21 (42%)	11 (22%)	4 (08%)	1 (02%)	0 (0%)	50 (100%)
Written Communication (WC)	15 (30%)	19 (38%)	11 (22%)	5 (10%)	0 (0%)	0 (0%)	50 (100%)
Oral Communication (OC)	16 (32%)	18 (36%)	12 (24%)	4 (08%)	0 (0%)	0 (0%)	50 (100%)
Personality Development (PD)	17 (34%)	22 (44%)	7 (14%)	4 (08%)	0 (0%)	0 (0%)	50 (100%)

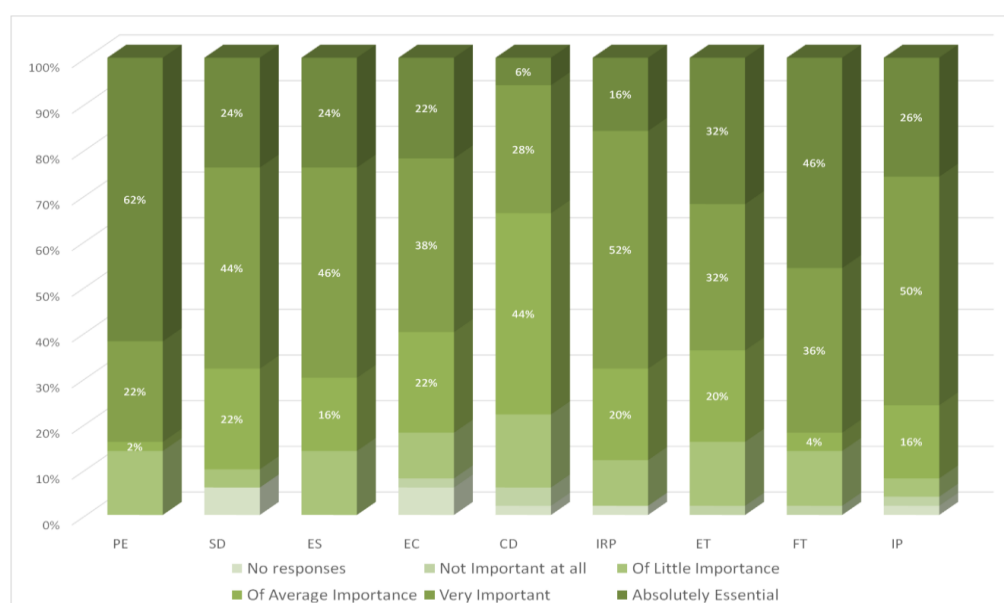
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Table 2 shows that 90% of respondents opine soft skills are important. The table also shows that 68% of respondents find Communicative English, Written Communication and Oral Communication *Very Important* or *Absolutely Essential* whereas 78% respondents find Personality Development *Very Important* or *Absolutely Essential*.

### **Skills for Social Interaction and Responsiveness**

Librarians are service providers who need to interact with their patrons and understand their needs. They are also managers and leaders who have to interact with people within the library and also outside the library. Also, library is a social institution which needs to be responsive to social needs. The opinion of respondents on the importance of inclusion of Professional Ethics (PE), knowledge about Sustainable Development (SE) and role of librarian, practical training in providing Extension Service and Public Relation (ES), Elective Courses (EC), Compulsory Course from other Discipline (CD), Interdisciplinary Research Project (IRP), Educational Tour (ET), Field Training (FT) and Induction Program (IP) in the curriculum to develop skills for Social Interaction and Responsiveness is shown in the Fig.3 and Table 3.

**Fig.3.:** Skills for Social Interaction and Responsiveness



**Table 3:** Skills for Social Interaction and Responsiveness

Course Content	Absolutely Essential	Very Important	Of Average Importance	Of Little Importance	Not Important at all	No Response	Total
Professional Ethics (PE)	31 (62%)	11 (22%)	1 (02%)	7 (14%)	0 (0%)	0 (0%)	50 (100%)
Sustainable development (SD)	12 (24%)	22 (44%)	11 (22%)	2 (04%)	0 (0%)	3 (06%)	50 (100%)
Extension Service and Public Relation Practical Training (ES)	12 (24%)	23 (26%)	8 (16%)	7 (14%)	0 (0%)	0 (0%)	50 (100%)

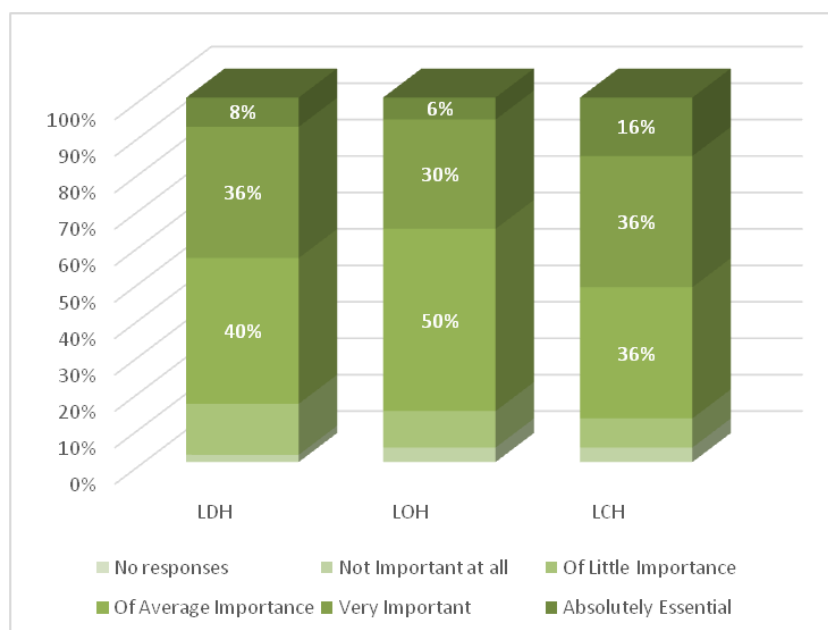
<b>Elective Courses (EC)</b>	11 (22%)	19 (38%)	11 (22%)	5 (10%)	1 (02%)	3 (06%)	50 (100%)
<b>Compulsory Course from other Discipline (CD)</b>	3 (06%)	14 (28%)	22 (44%)	8 (16%)	2 (04%)	1 (02%)	50 (100%)
<b>Interdisciplinary Research Project (IRP)</b>	8 (16%)	26 (52%)	10 (20%)	5 (10%)	0 (0%)	1 (02%)	50 (100%)
<b>Educational Tour (ET)</b>	16 (32%)	16 (32%)	10 (20%)	7 (14%)	1 (02%)	0 (0%)	50 (100%)
<b>Field Training (FT)</b>	23 (46%)	18 (36%)	2 (04%)	6 (12%)	1 (02%)	0 (0%)	50 (100%)
<b>Induction Program (IP)</b>	13 (26%)	25 (50%)	8 (16%)	2 (04%)	1 (02%)	1 (02%)	50 (100%)

More than 80% of respondents find all the above aspects important except for Course from other Discipline (78%). So, it is evident that skills for social interaction and responsiveness are important for LIS curriculum. Also, 84% respondents opine that Professional Ethics and 76% opine that Induction Program is *Very Important* or *Absolutely Essential* for LIS curriculum.

### Skills for Indigenous Knowledge Management

Importance of conservation and preservation of indigenous knowledge, culture and heritage is now well accepted. As libraries are custodians of knowledge, librarians need to play a major role for this cause. So, the opinion of LIS educators on the importance of inclusion of knowledge about Local Documented History (LDH), Local Oral History (LOH) and Local Culture and Heritage (LCH) and their management in the curriculum was sought and the response is shown in the Fig.4 and Table.4.

**Fig.4.:** Skills for Indigenous Knowledge Management





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**Table 4.** Skills for Indigenous Knowledge Management

Course Content	Absolutely Essential	Very Important	Of Average Importance	Of Little Importance	Not Important at all	No Response	Total
Local Documented History (LDH)	4 (08%)	18 (36%)	20 (40%)	7 (14%)	1 (02%)	0 (0%)	50
Local Oral History (LOH)	3 (06%)	15 (30%)	25 (50%)	5 (10%)	2 (04%)	0 (0%)	50
Local Culture and Heritage (LCH)	8 (16%)	18 (36%)	18 (36%)	4 (08%)	2 (04%)	0 (0%)	50

Table 4 reveals that more than 80% respondents feel Indigenous Knowledge is important and should be included in the curriculum but only 44% find Local documented History; 36% find Local Oral History; and 52% find Local Culture and Heritage to be *Very Important* or *Absolutely Essential* to be included in the LIS curriculum.

### **Factors Hindering Inclusion of Essential Skills in Curriculum**

It is clearly revealed from the above tables that in the opinion of LIS educators elements to develop Skills for Lifelong Learning; Soft Skills; Skills for Social Interaction and Responsiveness; and Skills to manage Indigenous Knowledge need to be included in the curriculum. But, these elements have not been very well addressed in the curriculum. The factors that, in the opinion of the respondents, hinder the inclusion of these elements in the curriculum are shown in the Table 5 below.

**Table 5:** Factors Hindering Inclusion of Essential Skills in Curriculum

Factors	To Great Extent	To Fair Extent	To Some Extent	To Little Extent	Not At All	No Response	Total
Lack of teaching faculty	18 (36%)	18 (36%)	6 (12%)	3 (06%)	1 (02%)	4 (08%)	50 (100%)
Lack of infrastructure	14 (28%)	16 (32%)	14 (28%)	1 (02%)	1 (02%)	4 (08%)	50 (100%)
Lack of accreditation agency	15 (30%)	11 (22%)	15 (30%)	2 (04%)	3 (06%)	4 (08%)	50 (100%)
BOS not conducted regularly	6 (12%)	10 (20%)	14 (28%)	11 (22%)	5 (10%)	4 (08%)	50 (100%)
Mind Set	13 (26%)	14 (28%)	9 (18%)	5 (10%)	4 (08%)	5 (10%)	50 (100%)
Administrative Support	8 (16%)	19 (38%)	11 (22%)	4 (08%)	3 (06%)	5 (10%)	50 (100%)

Considering the collective vote of respondents who have voted 'to some extent', 'to fair extent' and 'to great extent', more than 80% respondents feel Lack of Faculty, Lack of Infrastructure and Lack of Accreditation Agency are major factors for hindering inclusion of the above mentioned skills in the curriculum and 76% opine that Lack of Administrative Support and 72% opine that Mind Set hinder inclusion of these aspects in the curriculum.

### Same Curriculum throughout the Country

The respondents were asked an open ended question on whether there should be same LIS curriculum throughout the country. It is clear from the above table that 66% of the respondents are in favour of uniformity in the LIS curriculum; 46% have strongly emphasized on same syllabus to maintain uniformity and standard and 20% are in favour of little flexibility in accordance to local needs.

**Table 6:** Same Curriculum

Opinion	Responses
Same curriculum throughout the country	23 (46%)
Same curriculum (70-80%) with local variations (20– 30%)	6 (12%)
Core courses same but different electives	4 (08%)
Different curriculum as per regional demand	10 (20%)
Same curriculum not possible	02 (04%)
No response	05 (10%)
<b>Total</b>	<b>50 (100%)</b>

### LIS Curriculum based on International Standards

Keeping in mind the fact that world is now a global village, the opinion of respondents was sought on incorporating international standards in India in the LIS curriculum. The response is given in the table below.

**Table 7.:** International Standard

Opinion	Responses
Should follow International Standards	25 (50%)
Should be based on International Standards but be flexible to allow variations according to local needs	12 (24%)
Should be based on International Standards but only after creating required infrastructure and teacher training	7 (14%)
Should not be based on International Standards	3 (06%)
No response	3 (06%)
<b>Total</b>	<b>50 (100%)</b>

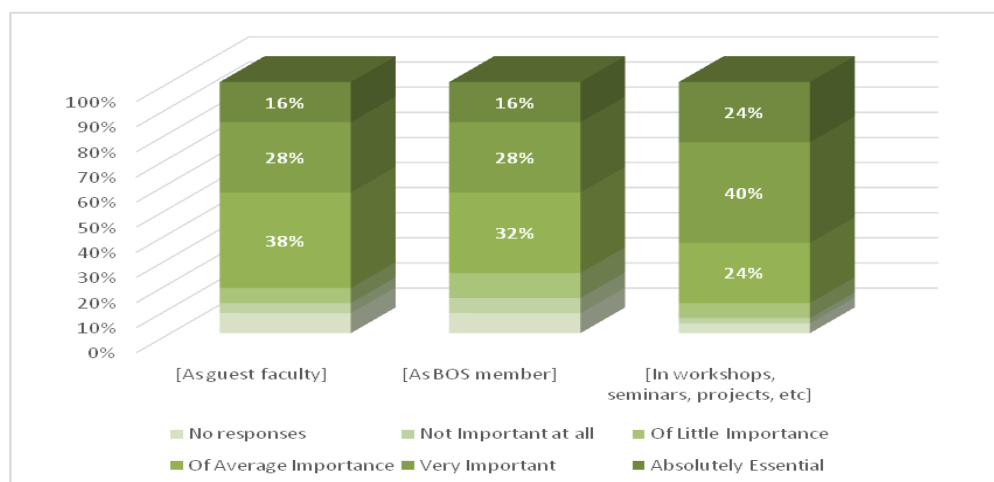
There is a need to follow international standards in developing LIS curriculum in India is clearly visible from the response, as 88% respondents are in favour of it. Out of 88%, 24% respondents opine that LIS curriculum should be based on international standards but, keeping in mind that India is a large country with lot of diversity, should allow for modifications as per local needs. Also, 14% respondents have shown concern regarding the present infrastructure facilities available in the LIS departments.

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### **Involvement of Librarians**

The respondents were asked to opine on the need to involve librarians in LIS education, as library is the place where LIS education finds application.

**Fig. 8:** Involvement of Librarians



**Table 8:** Involvement of Librarians

<b>Involvement of Librarians</b>	<b>Absolutely Essential</b>	<b>Very Important</b>	<b>Of Average Importance</b>	<b>Of Little Importance</b>	<b>Not Important at all</b>	<b>No Response</b>	<b>Total</b>
<b>As guest faculty</b>	8 (16%)	14 (28%)	19 (38%)	3 (06%)	2 (04%)	4 (08%)	50 (100%)
<b>As BOS member</b>	8 (16%)	14 (28%)	16 (32%)	5 (10%)	3 (06%)	4 (08%)	50 (100%)
<b>In workshops, seminars, projects, etc</b>	12 (24%)	20 (40%)	12 (24%)	3 (06%)	1 (02%)	2 (04%)	50 (100%)

Table 8 shows that 82% respondents opine it is important to involve librarians as guest faculty; 76% respondents opine it is important to involve librarians as member of Board of Studies (BOS) and 84% respondents opine that it is important to involve librarians in activities like workshops, seminars and projects.

### **DISCUSSION AND RECOMMENDATIONS**

It is evident from the data analysis, that in the opinion of LIS educators, skills for Lifelong Learning; Soft Skills; Skills for Social Interaction and Responsiveness; and Skills to manage Indigenous Knowledge are important for LIS education. But, it is seen from prior study that these skills are not very well addressed in the curriculum. According to the respondents, this is due to lack of faculty, infrastructure and accreditation agency. At times, lack of administrative support and our mind set, to not accept and adapt to changes, also hinders curriculum development according to requirement.

Respondents also gave other factors that hinder updating the curriculum,

- Lack of same syllabus throughout the country.
- Lack of vision.
- Lack of innovative ideas.
- Lack of initiative.
- Lack of knowledge among faculty about new developments at national and international level.
- Lack of cooperation among faculty members.
- Lack of cooperation among LIS Department and University administration.
- Personal biases and lack of interest in faculty members.
- Societal awareness towards LIS.

LIS educators feel that there is a need for uniform LIS curriculum throughout the country based on international standards. But opine that firstly LIS departments should be fully equipped to follow the curriculum. The respondents have also suggested that a national level standard should be developed and LIS associations need to play a proactive role in promoting LIS in the country.

Librarians are actually working in the field and are well aware of the competencies required by the LIS professionals. They are also aware of the problems faced by young LIS professionals in securing jobs and adapting to the dynamic environment of modern libraries. Their involvement in the LIS departmental activities can help in incorporating new required concepts in the curriculum as well as help in motivating, guiding and preparing students for professional life.

LIS education in India needs to be revamped according to changing needs. Curriculum has to be modified to incorporate elements which will help produce LIS professionals who are able to meet the demands of today and tomorrow. It is recommended that LIS associations and LIS professionals should come forward to promote LIS education in the country and help establish an accreditation agency which will be responsible for curriculum design and implementation. This will ensure timely and continuous development of a need based curriculum keeping in mind the local variations and needs.

Implementation of a curriculum of national and international standard naturally will require infrastructure to facilitate the same. LIS departments in India lack adequate number of teaching faculty and supporting staff and also other physical infrastructure. LIS fraternity will have to play a proactive role to convince the university administration and government to develop the LIS departments to meet the needs.

LIS faculty needs to keep up to date about global changes and be adaptive towards them. Respondents also showed concern regarding non-cooperation among faculty; and also department and university administration. Government needs to conduct mandatory workshops and short training programs for teaching faculty to address these issues. Development of clear guidelines and rules will also help to remove these problems to some extent.

## **CONCLUSION**

LIS education in India is very old but there is a need to revamp the curriculum to include all the competencies required today. The study shows that LIS educators feel it is important to include skills for lifelong learning; soft skills; skills for social interaction and responsiveness; and indigenous knowledge in the LIS curriculum. We need an

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accreditation agency to design and develop a new LIS curriculum keeping international standards and national and local needs in mind. This will also ensure uniformity and standardization of LIS curriculum.

India is moving towards being Digital India and to keep pace the libraries are also becoming digital. This has brought revolutionary changes in the library environment. LIS professionals now not only require core LIS competencies but also need to be ICT savvy. Library is not just an information providing agency it is also a social and cultural organization which has to work towards educational and social development of the country. It also has to play a proactive role to realize the government's vision. So, the role of a librarian is multifaceted. To survive and succeed in today's dynamic and global environment, we now need LIS professionals who have varied competencies and our LIS curriculum should be able to cater to this need.

### **Acknowledgement**

I would like to acknowledge and thank all the LIS teachers who spared their valuable time to respond to the questionnaire, without which this study wouldn't have been possible. I would also like to thank IFLA for providing me the opportunity to present this research at IFLA WLIC 2019, Athens, Greece.

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