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The Impact of the Technical Era on the LIS Profession and Education

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Abstract:

LIS professionals today play the roles of information creators, information guardians, and reader consultants. Technology has an impact on the LIS profession. LIS professionals need to keep their skills and knowledge up-to-date so that they can use electronic resources for sharing information. Students were taught how to use the library's services through LIS education. The foundation for information acquisition and its use in libraries to deliver the best services possible is education. The chance to master the subject comprehensively is offered by LIS schools. It has been noted that throughout the past few decades, the practical aspect of cataloguing and classification has received all the attention. The other thing that was found was that most of the LIS education at different levels was just theory.

Keywords: LIS education, LIS profession, Information age, ICT, Transformation, Etiquette, LIS career

Introduction

Every time we discuss LIS education and profession in India, we are brought back to the pioneering Baroda LIS School and Dr. SR Ranganathan's outstanding contributions. Through its committees, UGC has contributed to establishing and revising the LIS programmes through its committees such as, Ranganathan Committee and two Curriculum Development Committees. These committees had a remarkable influence on LIS education and profession. Technology has altered every element of life, including education, health, the military, business, and others. Today, library and information science is an academic discipline in its own right. As a result of technological advancements in library and information science, new opportunities and challenges have emerged (LIS). In a knowledge-based world, it may be challenging to be a LIS professional. Today's LIS professionals serve as information creators, information stewards, and reader consultants. Technology influences the LIS profession. Electronic resources now store information in libraries. LIS workers need to keep up their skills and knowledge so they can use electronic resources to keep information up-to-date and share it.

LIS education

Sayaji Rao Gaikwad II (Baroda State) founded the first LIS programme in India with the help of W.A. Borden. The Library Science School at Punjab University was then established in 1915 by A.D. Dickinson. Following that, university libraries in Madras (1929), Banaras Hindu (1941), University of Bombay (1944), Calcutta University, and Delhi University began offering diploma programmes in library science (1946). In 1949, the University of Delhi introduced its M.L.S. and Ph.D. programmes. The first library and information science courses were offered at Nagpur University in 1956. The degree of LIS education is as follows: B.LIB (Bachelor of Library and Information Science), M.LIB (Master of Library and Information Science), M.PHIL (Master of Philosophy in Library and Information Science), and Ph.D. in Library and Information Science are all examples of library-related degrees (LIS PhD). •D.LIT (Doctor of Literature in Library and Information Science). Numerous colleges and universities have started offering certificate and PhD programmes in library and information science in India. To enhance library science education in India, several committees have been formed. They're adhering to • The 1990 Kaula Committee; the 2001 Karisiddappa Committee; The 1960 Ranganathan Committee. Every committee and educational organization involved in the development of LIS professionals has a part to play. Through LIS education, students learned how to use the library's resources. The following subjects are covered in LIS coursework and are useful for managers of libraries. Information technology fundamentals, LIS fundamentals, research in library management, categorization and cataloguing, information fusion and retrieval systems, system analysis, library automation, and other topics are among them. The interdisciplinary nature of the LIS Education programme is one method to give library professionals more training. (Nikose 2009)

Technology and Profession

"Scientific technological and engineering disciplines," "management techniques used in information handling and processing information's applications," "computers and their interaction with man and machine," and "associated social, economic, and cultural matters" are all definitions of information technology given by UNESCO. Thanks to technology, virtually every element of life has undergone tremendous change. With libraries, the same is true. Computers and associated hardware are used in libraries and other information technology-related disciplines. The generation, storage, and dissemination of information, as well as its transmission and retrieval, are all made easier by information technology. Acquisition, cataloguing and classification, processing, preservation, and circulating are a few examples of housekeeping duties. By automating certain operations using technology, libraries can better serve their patrons.

Technology has brought about significant changes in library operations. It has been employed in libraries for the past few decades, and they currently use it extensively to manage routines and provide improvised services. It is a known truth that library services have undergone drastic alterations, resulting in easy access to knowledge by consumers. Technological advancements have made libraries dependent on technology for organization and management. In the midst of a tremendous output of literature, technology plays a crucial role in delivering efficient services. Publisher's design and release knowledge materials in a variety of formats. Naturally, such publications have an effect on libraries. The creation of software contributes to creative procedures and processes. (Kadu 2012)

Indirectly or directly, technology has permeated every aspect of library life. Even changes external to libraries have an impact on library activities and services. The libraries are compelled to adapt their procedures and modes of operation to technological advancements, thereby making their procedures

technology-oriented. It demonstrated that technology can extend its services to remote locations. Due to the numerous advantages of technology use, every library is gradually adopting technology. Additionally, it has increased reliance on technology.

The use of technology in every sphere of life has become essential. Every human activity is associated with technology, either directly or indirectly. It is taught beginning in the school years. Everyone has learned how to utilize technology due to the influence of technology, but it may be necessary to study with greater intensity if the technology is used in operations. Therefore, librarians must acquire additional knowledge and training to utilize technology for library applications. The importance of education and training in library and information science programmes has increased. Numerous schools have implemented library-relevant and applicable technologies. (Deote 2012)

Library profession through education

The way libraries work and the services they offer have changed because technology is used so much. The changes are in two areas: how the library works and how it offers new, better services. In this way, libraries can make new products and offer new services that were taught in school but were never offered by most libraries. For the library staff to make the best use of technology, they need to be trained on how to do so. A number of library schools have added technology-related classes. Most of these classes are very basic and mostly about ideas. When they get jobs, though, most students don't know how to use technology.

Etiquette in the LIS

Some schools of library and information science (LIS) offer internships to help students learn about the real world and how things work. Some smart students with a lot of knowledge can actually do things in libraries. But it turns out that graduates and post-graduates can't keep up with what libraries need. At the moment, LIS programmes put a lot of emphasis on theory, so it's no surprise that students are lost when they have to work in libraries.

If we look at how LIS is taught now, we find that: most students don't know how to write metadata; graduates may not be able to write citations; in practice, the products can't do copy cataloguing; they have trouble using library management software; technology makes it possible to make bibliographies using the databases or catalogues of many libraries, so we need to figure out how to do that. Most of these things are covered in LIS programs, but the majority of them are just theory. A theoretical education is not enough in professional programmes. Practice needs to be given more attention. More time is spent on the theory and practice of cataloguing and classifying in LIS programmes. The current policy of giving 20% of class time to cataloguing and classification needs to be looked at again in light of how technology has changed. Even though the UGC-CDC had given a lot of ideas for LIS programme components, it's been more than 15 years since all of those ideas needed to be looked at again in light of how much technology is used and how it changes. The NET exam curriculum was developed almost 15 years ago and needs to be changed to keep up with the times. The UGC might want to think about getting another CDC to write the new or revised CDC report. Changes to the course curriculum will be caused directly by changes to the NET/SET curriculum. (Magar 2014)

Impact of technology on LIS

You could say that technology has a direct or indirect effect on every activity in libraries. Even changes outside of libraries have an effect on the activities and programmes inside of them. Libraries have to change how they work and how they do things in order to keep up with changes in technology. This makes the way they do things more focused on technology. It showed that technology can reach places that are hard to reach. Because there are so many good reasons to use technology, every library is slowly moving to adopt it in stages. It has also made people more dependent on technology.

A complete review is required of the current state of the curriculum, teaching pedagogy, and practical components. The context of new technological applications needs to be reviewed in LIS schools. Lots of outdated components need to be deleted, and new components largely connected to technology need to be incorporated. Similar to medical education, teaching should be more practically focused. Presently, most of the professors are not well educated in the actual application of technology. Programs for continuing education must be run with a focus on using technology practically. Due to the amount of work, the way time is currently divided between teaching different subjects needs to be changed. (Rajyalakshmi,D.AND Liahitkar Shalini 2012)

Training and education are absolutely essential to the future of LIS education. There is a need to provide more practical training and instruction that involves more practice. The quality of the library services will be directly impacted if the curriculum is not altered to place more emphasis on practice. Infrastructure development is required to give students the practical training they need. The library should be transformed into a learning and practice space. The training of the pupils must include the librarians. These advancements enable pupils to deal with real-world problems without any difficulty.

LIS's Careers and Education Transformation Function

Libraries have been undergoing transformation for decades. However, technology has quickly brought about revolutionary changes. The radical changes are brought about by the technology's implementation under pressure and under both voluntary circumstances. The impact of the digital environment on human resources and their ability to run the library has been felt. Everything is connected to machines and computers. Using technology, libraries have modified their everyday operations. Due to a variety of factors, many services that had been taught for years were never put into practice in libraries. They include things like CAS, SDI services, and the creation of bibliographies. The study of and practical application of technology must be emphasized in the current LIS curriculum. If these curriculum and pedagogy improvements are not made, the transformation of libraries either becomes challenging or progresses slowly. The modernization of libraries requires LIS education with more technology components and a practical emphasis. If we are unable to come up with a transformation, the shift in information search from libraries to the internet will occur. Sadly, the Internet won't be able to offer the latest and most pertinent academic and research-oriented information. The teaching staff's willingness to adapt to change and their familiarity with technology are two other crucial requirements. Additionally, it has been felt that there was a need for the development of ongoing professional development for teachers and other professionals in terms of technological advancements. Since the LIS schools are responsible for providing the training, their role in transformation is crucial. It is necessary to consider a complete curriculum revision with a positive outlook when looking at Indian LIS schools. (Deshmukh 2012)

Libraries cannot function without modern technology.

The rate at which new data is being created every day is astonishing. Information management has become increasingly complex in the digital era. There is a lack of accessibility in terms of both information discovery and retrieval. Technology makes the answer to this dilemma pretty plain. The library provides access to a wealth of resources, such as books, periodicals, electronic resources, audiovisual materials, etc. Books and documents are processed using the computer and its associated communication technology instruments. By using automation, digitization, Internet resource sharing, consortiums, web opac, electronic institutional repositories, and e-resources, the traditional library can be turned into an online library.

- Shorter turnaround times; more precise services; consistent results; more compact data storage; easier data access; and timely, relevant data delivered to the appropriate user.
- Technology improves the management, skills, and productivity of LIS services.

A profession for the information age

A person who works in information management collects, organizes, retrieves, stores, and shares information that is printed or digital. Most generally, the phrases "LIS professional" and "librarian" are interchangeable. Information services specialists have traditionally dealt with printed materials. The role of the librarian has evolved as a result of the increased use of digital resources in today's libraries.

The information science (LIS) field is one of the most challenging areas in which to pursue a career as a knowledge creator in the modern era. The impact that technology is having on libraries is not lost on LIS experts. Professionals in the library field are known by a variety of titles, including information scientist, documentalist, information manager, librarian, and cybrarian. The library's information system is well-managed thanks to the expertise of LIS professionals. Keeping digital resources safe, making new knowledge, teaching and training, managing time, information literacy programs, working as a research assistant, etc.

Librarians and information scientists (LIS) can become information scientists by expanding their technological knowledge. Information and library science (LIS) practitioners in the modern day must be able to adapt their services to meet the needs of their patrons, whether they require in-person research assistance or choose to conduct their research online. By embracing technology, librarians and information scientists (LIS) found a brand-new solution to an old problem by embracing the new. LIS professionals have to think about things like cloud computing, online learning, and new trends in information and communication technologies in order to help people get the most out of information.

Some examples include the World Wide Web; library 3.0 technologies; information portals; subject getaways; search technology; Meta data standards; online databases; wireless and radio frequency identification; online networking, CD-ROM searching; and online book reservations. Librarians and information specialists (LIS) are expected to carry out their duties in a manner consistent with the norms of society and the needs of library patrons. LIS workers must treat all library patrons equally and never violate their right to privacy. Learning about the tools available both inside and outside of libraries for retrieving human knowledge and experience should be a priority for LIS practitioners. LIS professionals, both individually and collectively, need to put in significant effort to acquire the required education.

Conclusion

A library can't function without a trained and competent librarian, and that librarian should approach each patron with an enthusiasm for reading. One responsibility of the LIS professional is to learn the user's habits so that he may better support them. The library can only function properly with the help of the librarian. Professionals in the field of library and information science (LIS) mostly assist consumers and students when no teacher is present. They accomplish this by making the space conducive to education.

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