Emerging challenges of Library and Information Science Education in India: An Analytical Study.

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Abstract: *This paper presents some of the major challenges and obstacles for library and information science (LIS) education in India. In order to highlight the aspects for these challenges, the paper begins with a brief overview of present status of the higher education in India in general and then depicts the beginning of LIS education. It briefly summarizes LIS education in South Asian countries to emphasise the study of the problem that provides additional context. The paper discusses important issues, including curriculum, accreditation, program delivery through distance education, and research in LIS. The paper gives importance to highlight some of the challenges that LIS educators have been facing in India. It concludes with suggestions about how some of these challenges might be addressed including implementation of the Recommendations of National Knowledge Commission.*

Keywords: **LIS, Distance Education, NKC.**

Introduction: The need for a Model Curriculum in order for LIS to fill the gap between needs of the users and skills of library professionals is also discussed. The role that education plays in building and developing nations is unbeatable. This is no less the case in India and South Asia. Higher education in India has its roots in the ancient times. The world famous Taxaxila University (414 A.D.) and Nalanda University (427 A.D.) were the pride of the country. From these early beginnings India witnessed a steady growth in higher education. It now has one of the largest education systems in the world with 700 universities, deemed universities and institutes. But India's Gross Enrolment Ratio (GER) for higher education is less that it should be. The GER is around 10% as compared to the 25% of many other developing countries and 81% of USA (National Knowledge Commission, 2009). The Planning Commission of India is committed to increasing the GER to 21% by the end of 12th five year plan that is currently operational in 2015. The success of an education system depends to a great extent on the financial support of government. Educational success also depends on the availability of libraries that are well resourced and funded. In the current era, libraries in India, as elsewhere, are functioning in a highly competitive, dynamic, and technology based environment. This requires regular updating of Library and Information Science (LIS) curriculum in order to meet the emerging needs of LIS practitioners. The LIS profession in India is facing many challenges as a result of this changing environment. Not least the introduction of rapidly evolving Information Technology and changing management practices.

LIS Education in India: The history of LIS education in India is nearly a century old. In 1911, W. A. Borden, an American student of Melvil Dewey started a library school at Baroda (Maharashtra) under the royal benefaction of Shivaji Rao Gaikwad II. Asa Don Dickenson, another disciple of Dewey, was the founding father of LIS education at the university level. He started a library school at Punjab University, Lahore (now in Pakistan) in 1915 to provide a certificate of Education for Library and Information Science. After the library school of Columbia University, "The training school at Punjab University was considered to be the second known library school in the world" (Ali & Bakshi, 2010).

Dr. S. R. Ranganathan is undoubtedly the father of Library Science in India (see http://www.britannica.com/EBchecked/ topic/491106/Shiyali-Ramamrita-Ranganathan). Ranganathan laid down a sound foundation of LIS education by starting a certificate course at Madras Library Association in 1929. This was later taken over by Madras University in 1931. From certificate and diploma courses LIS education gradually evolved to master's and doctorate level. Before independence in 1947, five universities were conducting Library Science (LS) education programs in India. The University of Delhi was the first to start awarding master's degrees in 1951, and awarded the first PhD in LS in 1957. Dasgupta (2009) writes that the University of Delhi "was first university in the country as well as in (the British) Commonwealth to introduce doctoral studies in library science." The University of Delhi also holds the credit for establishing an independent Department of LIS to bring it into line with other disciplines. During this post-independence period, LIS departments were established at various universities in all parts of the country to meet the growing demand for LIS professionals.

Present Status:

Over time LIS has become recognized as an independent discipline like many others. "It is estimated that today in India approximately one hundred eighty two (182) LIS departments affiliated to universities and colleges are offering LIS education in regular and distance mode" (LIS Edu Gatewayhttp://liseducation.in/ lisdep.php). Among these departments are the Documentation Research and Training Centre (DRTC), Bangalore, and the National Institute of Science Communication and Information Resources (NISCAIR), New Delhi, previously known as Indian National Scientific Documentation Centre (INSDOC). The departments offer the M.Sc. in Information Science and an Associateship in LIS respectively. The University Grants Commission (UGC) Model Curriculum lists the six levels of LIS courses that are available in India:

• Certificate in Library Science,

• Diploma in Library Science,

• Bachelor's Degree in Library and Information Science,

• Post-Graduate Diplomas in Information Technology,

• Archives and Documentation and Library Automation,

• Master's of Library and Information Science (Both one year and integrated courses),

• Associateship in Information Science (Equivalent to MLISc), and

• Master of Philosophy and Doctor of Philosophy at Research level (University Grants Commission, 2001).

There have been some futuristic efforts to modernize courses. For example, the International School of Information Management (ISIM) has established M.Tech and PhD degrees in information systems and management. This is a truly international venture with faculty from India and other countries. DRTC also revamped its curriculum, even changing the name of their degree to Master of Science (MS) in Information Science in an attempt to capture the new flavour of the discipline. Indira Gandhi National Open University (IGNOU) has taken the lead when they introduced their MLIS in e-mode in 2008.

LIS Education in South Asia: An Overview:

In the South Asian region, India, Pakistan, Sri Lanka, and Bangladesh are relatively better placed in terms of LIS education and training programs than are Nepal, Bhutan, and Maldives. Afghanistan is another country that has been added to the South Asian Association for Regional Cooperation (SAARC). Afghanistan has neither LIS schools nor a library association at the national level. Nepal and Bhutan are at the preliminary stage of LIS education. The situation for higher education in South Asia is quite different from developed

regions. There is a great diversity and complexity between, and within, the countries and institutions of the region in terms of course composition, course duration, teaching method, medium of instruction, etc. The development of LIS curricula vary depending up on the historical development of the subject in each country. There is tension as to how much of core subjects and how much of technology related subjects should be included in the syllabi.

Much of the course content is not of a level of sophistication that can meet the requirements of the present day job market. Instead of using technology-based advanced teaching techniques, the "chalk and talk" method still prevails. Although the courses are named as Library and Information science programs, in a majority of the courses there is but a small element of information science in the curriculum. The cutting edge topics such as information science, knowledge management, change management, e-content management, e-learning, application of ICTs, marketing techniques, etc. have not found place in the curriculum of majority of the LIS schools in South Asia.

The duration of courses also varies from country to country within the region. In Sri Lanka and Bangladesh LIS schools offer bachelor's degree programs of three to four year duration. The majority of the LIS departments in India offer bachelor's and master's degrees of one year duration each, while a few have started two year integrated courses leading to a master's degree based on UGC Model Curriculum 2001. Some of the universities are also experimenting with Choice Based Credit System (CBCS), which has gained momentum as the UGC has directed universities to opt for CBCS in all other courses. The emerging information environment and developments in information technology (IT) require continuous updating of LIS curriculum to develop the professional manpower to meet the challenges and complexity of the emerging job market. But many countries of the region are lagging behind in the use of ICTs in education. In addition to the inconsistency between education and practice, there is also a lack of collaboration between LIS departments. This is the case both between countries and within countries.

The shortage of experienced faculty and the nature of their appointment also creates problems for LIS education in the region. For example, a large number of the LIS faculty members in Sri Lanka are also employed in full time administrative jobs in library and information services elsewhere in the sector. Initially faculty in India and Pakistan also had similar circumstances but gradually the situation has improved, and at present the majority of LIS schools have their own fully functioning departments with full time faculty. In India there are exceptions, however. There is an example where one full time teacher is running both bachelor's and master's courses with guest faculty. A lack of training facilities for teachers, an acute shortage of experienced teaching staff, a lack of adequate resources, and scant collaboration in LIS departments at national and international level, are problems common to all countries of the region. The most disappointing fact is that, to date, none of the LIS schools or departments in South Asia is accredited by any professional organization. Gradually, LIS education in South Asia is getting recognition but students are not passionate to enter the profession as their first choice and only those left out of other education choices opt for these courses. LIS schools must adapt and change to attract the high caliber students that will provide a capable and market driven profession who can work in rural, public, school, college, university, and other research libraries. Those who want to opt for research and teaching should also be encouraged to do so. LIS Curriculum LIS education in India is in a better position than her counterparts in the South Asian region due to the strong foundation and knowledge base contributed by Dr. S.R. Ranganathan. Although the majority of the LIS departments suffer from the problems discussed above, many schools and departments have started incorporating emerging concepts into the syllabi in order to develop LIS professionals to meet market trends. The last decade has witnessed the organization of conferences, seminars and workshops on IT based themes.

UGC Model Curriculum:

The UGC Model Curriculum has succeeded to some extent in bringing uniformity to LIS education, but that innovation is now more than decade old. LIS departments are growing in an unplanned manner in the

absence of any quality control and even colleges have started to offer bachelor's programs without adequate infrastructure or a vision as to what is required by new professionals. India has a National Policy on Education in general, but there is a dearth of National Policy in LIS. There is also an absence of a national body to make projections for manpower requirement at different levels. The Working Group on Libraries in 2009 raised a new hope in this regard by recommending the permanent National Commission on Libraries. It also recommended revising and revamping LIS education and training and encouraging research. Since its inception in 1956, the UGC set up the following committees for improvement of LIS education vis-a-vis services: 1. Ranganathan Committee on University and College Libraries, 1957 2. Ranganathan Committee on Library Science Education, 1965 3. Kaula Committee on Curriculum Development in LIS Education, 1993 4. Karisiddappa Committee on Curriculum Development, 2001. The recommendations of these committees have overhauled LIS education and services from time to time. The National Knowledge Commission set up by Planning Commission in 2005 recommended setting up of 1500 universities by 2015. If this target is attained it would open doors for more job opportunities for LIS professionals at different levels. University Grants Commission Model Curriculum In 2001, the UGC appointed the Curriculum Development Committee (CDC) under the chairmanship of Professor C. R. Karisiddappa to redevelop the modules and course content on different themes for LIS Education keeping in view the changing scenarios and contemporary developments in the LIS job market. The committee comprised LIS experts including teachers, practicing librarians, and information scientists who provided collective wisdom and a willingness to prepare a National Curriculum for different levels of LIS Education. In its final form the report was called Saraswat MahaYajna [New Avatar]. The report consists of different modules for different levels of education.

The Committee emphasized two year integrated courses to eliminate the duplication of course content, and to provide sufficient time for teaching the Information Technology components and their application to libraries in order to meet present day requirements. In light of international developments, the Committee adopted a modular approach to curriculum, which may be adopted by departments in accordance with their existing infrastructure. This provides flexibility to individual departments to develop their own syllabus based on modules. This model allows changes of up to twenty percent of the course content to suit local needs. The Model Curriculum is a blend of traditional and modern subjects of study, which allows each department to prepare their own structure and content of curriculum as per local needs. To enable the LIS aspirants to acquire requisite skills in practical work, it suggested that sixty percent of the course content should have a practical approach, including hands-on practice, assignments, seminar presentations, and demonstrations by students during the study program. In addition to the incorporation of information technology into the curriculum, it also has added the concept of information literacy. The committee stressed the need to equip LIS schools and departments with an adequate number of practical tools in traditional subjects, reference sources, and an Information Technology Laboratory with content in the use of network facilities and software packages to meet the challenges presented by the evolving "information society." It also recommended improvements in the facilities for teacher training. These recommendations included the introduction of academic staff colleges to support continuous professional development and as a vehicle to keep teachers informed about latest developments in the field. Based on the recommendations of CDC, the majority of LIS departments have redesigned their syllabi, or are in the process of revision. But inconsistency prevails in the curriculum of schools and departments depending upon the local conditions and availability of requisite infrastructure. And significantly, there is still a need to incorporate new information technology based subjects to modernize the traditional LIS offerings. It is a matter of priority that the UGC revise LIS curriculum as the last model curriculum is now a decade old. It is appropriate to mention here and to elaborate on the recommendations of National Knowledge Commission (NKC) (2007) set up by the Government of India for the overall development of LIS education in the country. These recommendations include:

1. A National Mission on Libraries should be set up immediately, for a period of three years. The Mission should subsequently be converted into a Permanent Commission.

2. Revamp LIS education, training and research facilities. The proposal is that the Mission/Commission on Libraries must assess as soon as possible the manpower requirements of the country in the area of LIS management, and take necessary steps to meet the country's requirement through LIS education and training.

3. An evaluation of the research status of LIS should occur. In order to keep the LIS sector abreast of latest developments, all necessary encouragement should be given to research.

4. Establish a well-equipped institute for advanced training and research in library and information science and services that would provide the necessary impetus to this task.

5. A system should be set up to foster close cooperation between the teaching/research faculty and practicing librarians at all academic and research institutions.

6. A minimum staffing pattern for the BLIS course and the MLIS has been recommended. There should be a 1:10 teacher-student ratio.

7. Departments should have not more than 50 students in one class for the BLIS course, 20 students for the MLIS course, and PhD students according to the University norms.

8. All departments of LIS should set up computer centers and well-equipped departmental libraries with appropriate teaching tools.

9. Appropriate physical facilities, such as classrooms, must be made available to each LIS Department. Challenges and Concerns for Library and Information Science (LIS) Education 11

10. E-learning materials should be provided to upgrade the skills of the existing staff.

11. Teachers in areas such as ICT applications in libraries and other modern methods should have a specialization in these areas. A system must be set up to allow stringent review of the performance of teachers. A suitable system of rewards, including promotions, should be instituted (Kumar & Sharma, 2010).

Unfortunately, there has been lack of implementation of these recommendations. There is a significant gap between the recommendations and LIS education in real terms. There is an urgent to need to adopt these recommendations, and they should be applied in letter and spirit.

Understanding Accreditation:

Accreditation is crucial for quality assurance in all industries, and this is no less so in LIS. Accreditation is key for both the students we teach and the public we serve: The adoption of norms and standards, and their adherence, is paramount for quality enhancement and optimum utilization of resources. Though LIS education had been available in India for nearly 100 years, no system of accreditation of LIS schools and department exists at the national level by any professional organization. Consequently, new LIS schools and departments are mushrooming without having appropriate facilities, information resources, or basic practical tools (even the basics such as classification schemes, cataloguing codes and lists of subject headings).

The UGC has established the National Assessment and Accreditation Council, an autonomous body to assess and accredit the higher education institutions including universities, colleges and departments/ schools/centers within universities. It has assessed and accredited a large number of universities and colleges throughout the country, but is yet to begin the accreditation of LIS schools and departments. Though India boasts that it has the largest number of LIS schools in South Asian region, no serious attention has been paid to setting up an accreditation system for evaluation of courses and programs. Pakistan, Sri Lanka, and Bangladesh also have similar experiences. Library associations at the national level have been making sincere efforts to promote the need for the accreditation of professional education by discussing the theme in conferences and

seminars and urging the UGC for its implementation over many years. For instance, the UGC sponsored a national seminar on Accreditation of LIS schools in India, held at Nagpur University in 1994. This event concluded with the recognition of the need to establish a national council for accreditation under the name "Indian Council for Accreditation of Library and Information Science Education (ICALISE)"(Singh,2003, p. 7). To date, these plans exist on paper only. Others have expressed the same concerns: "There is need to carry out a survey of LIS schools of the countries in this region on the pattern of Southeast Asian countries to find out about views on regional accreditation" (Abdullahi & Kaur, 2007, p. 61).

Distance Education:

In India, six open universities and more than 20 formal education universities offer LIS programs through distance education. The unregulated expansion of distance education institutions has created the deterioration of the professional quality and the educational excellence because there is, as discussed above, no accreditation. Many of these distance education programs are producing students with degrees but with a little theoretical knowledge, but with little or no exposure to practical librarianship. The majority of the universities providing distance education do not have basic infrastructure, resources, or regular faculty. Syllabi at these universities are not updated regularly. Experienced regular faculty are not usually involved in distance education. The majority of the universities providing LIS education by distance mode hire retired teachers or assistant librarians who are not up to date with the new developments in the field of LIS, especially those related with IT. It is essential for most LIS students to have hands on experience with technology and attend practical classes for classification and cataloguing. But personal contact classes are of very short duration and this leaves students without the necessary skills so they must learn these practical subjects on their own. Thus, distance education is more beneficial for the people who are already employed in LIS services. In an attempt to ameliorate some of these problems, in 2004 the Indian Space Research Organization (ISRO) launched EDUSAT, the world's first satellite to be used exclusively for education. The satellite-based network provides one-way video and two-way audio facilities and allows the data transfer from the teaching institution to remote learning spaces. This may prove to have a major impact on improving the quality of distance education, if utilized properly. Many universities like the IGNOU use this video conferencing facility. Dr. B. R. Ambedkar University uses electronic media for delivering instruction to learners. However, other universities are yet to join. Research in LIS Dr. S. R. Ranganathan holds the credit for introducing the doctoral program in LIS to India. In 1951, he started first at the University of Delhi. Though the first doctoral degree in LIS was awarded in 1957, it took about two decades to produce a second PhD, in 1977. Research in LIS in India was very slow up to the 1980s. Thereafter, PhD programs flourished despite a lack of facilities. A comparison of the decade-wide growth of PhD theses reveals that 43.02% of the total research output of the country was generated from 2000-2008 (Chandrashekara & Ramasesh, 2009).The Indian contribution to LIS research is highlighted by Satija (1999): "India maintained its Third World leadership in library research as well as in library education and literature." Lately UGC has introduced entrance exams for PhD aspirants, together with compulsory course work to ensure sound knowledge in research methodology.

There is no shortage of research problems that can be investigated in India. But there is a lack of insight to identify the legitimate research topics. An overview of the research conducted reveals that the topics investigated did not have a problem or hypothesis, but were merely surveys of the prevailing problems within libraries or information systems. During the last few years there has been a substantial growth in MPhil. and PhD programs. This is due to the fact these are sometimes treated as the equivalent to the National Eligibility Test for Lectureship. Notwithstanding these changes, universities expect their teachers to do research to improve the stature of their institution, but oftentimes they do not support research programs financially. In addition, library facilities are not adequate to support research.

Increasingly, LIS research in India is moving from theoretical to problem based research. The research methods used in LIS are also undergoing several changes. The majority of the faculty members now working in LIS schools/ departments have a PhD, and those who do not have are working towards it.

Challenges and Problems:

To understand the challenges and problems for LIS education in India, it is appropriate to share here that, to some extent; the cause of the problem can be the lack of awareness about libraries among students. Many students in LIS programs are not conscious about the important role that a library can play in their lives. Unlike the United States and other developed Challenges and Concerns for Library and Information Science (LIS) Education 13 countries, libraries are not an integral part of a students' life and a student coming to the university may not have had any real experience of using a school, college, or a public library. It may seem very surprising for LIS educators elsewhere to read this, but the whole education system of India is to be blamed as it is based more on rote learning. This kind of image- that libraries are not an integral part of education- dominates in the minds of prospective library science students, and they join the course in order to get a job while not really understanding what role they can play in the library system. This is especially true for students from rural backgrounds that are not exposed to good libraries, and have had no experience using libraries during school and college. Marketing of libraries and their services is missing in the Indian context. In this setting, the LIS courses are taken up most often by students who cannot get admission into other sought after courses and have no idea about the LIS courses or what is expected from them. This issue of perception is improving over time as information technology has played an important role in improving this idea of what libraries actually do, although as outlined above many LIS courses still do not have an IT component. Although LIS education has a long history in India, the profession still experiences many problems. Recent scholarship suggests that: LIS schools in India are not able to adequately respond to emerging information scenario created by the electronic publishing and dynamics of the knowledge society. Because of lack of adequate faculty strength several library schools are letting the courses go on as they are going on. The course revisions if any are undertaken with some patches here and there, whereas the present courses are required to be completely redefined and recast keeping in view the contemporary information systems, global technological developments and local needs. (Malhan, 2011) The implications of information communication technologies and the ever-growing information needs of users have transformed the LIS into a profession with a diversity of opportunities and challenges. This requires LIS professionals to make continuous value addition to services and to integrate the emerging technologies to cope with the changing scenario. These changes are making way for a new kind of competitive work environment.

The challenges and problems affecting the status of LIS education and profession are discussed below:

1**. Shortage of Funds**: Paucity of funds is the major challenge for improving the quality of LIS education in India, and in South Asia more generally. LIS is a practically oriented course that requires adequate information resources and infrastructure to support teaching and research. This funding is currently not available. LIS research is also lacking financial support. The major funding agencies, including UGC and university authorities, have not paid enough attention to the LIS schools that need special grants to build up basic facilities and infrastructure.

2. **Learning Resources and Library Support**: In general, the majority of the LIS schools do not have adequate learning resources to supplement teaching and research. While many LIS schools do not have libraries at all, those that have them do not have adequate collection of information resources (both print and non-print) or practical tools to promote practical skills. Electronic format resources are also missing in most LIS school libraries. The central libraries of the institutions have also not been strengthened enough to support education.

3. **Facilities and Infrastructure**: Almost all of the LIS schools have included the teaching of computer applications in the curriculum. But the majority of these do not have even have basic facilities let alone state-of-the-art computer laboratories with adequate nodes for each student that can provide Internet connectivity and other web based resources to facilitate digital learning. Internet connectivity is a luxury for many LIS Departments. The hardware, software, and web-based resources require regular updating, and this implies training the trainers also. Such resources are just not available.

4. **Medium of Instruction and Employability of LIS students**: As India was under the control of the British Empire for almost 200 years, English is used as the major language for higher education. The research program and masters degrees in LIS are also mainly carried out in English. Certificate, diploma, and bachelor's degrees are also offered in local regional languages depending upon the student's background. In many schools and departments English is the only medium of instruction, and most of the professional literature is in English. Students also get the opportunity to use LIS literature by foreign authors, also usually in English. The growing competition and sophistication of the job environment means that students need better communication skills and good command over the English language. Students' capacity for this depends upon their schooling background. Students with non-English schooling or from remote rural areas that may not have adequate schooling facilities are more comfortable with teaching and learning in regional languages but this may make them less employable in a wider setting. Employability overall is challenge for these students, as they have not been exposed to many libraries. It is important to provide them with opportunities to visit bigger libraries in larger cities so as to expose them to the work roles of library staff and the needs of those who use them. India is a country where 70% of the population lives in rural areas. Students from these areas need particular support as they struggle with many issues such as communication in English for study, research, and in their work place.

5. **Uniformity in Nomenclature:** Initially LIS education in India sat within Arts and Social Sciences, but increasingly it is moving towards the Science disciplines due to its growing interdisciplinary approach. This makes its status and position uncertain. The inclusion of information technology, communication technology, management techniques, and statistical methods, is increasing the educational complexity of LIS programs. Moreover, LIS schools lack uniformity on nomenclature as they tussle between "L" and "I"and what is visible within curricula.

6**. LIS departments also lack consensus on the duration of courses**. The majority of schools/departments offer a one year bachelors' degree and one year masters' degree in LIS, while many schools offer two year integrated programmes. There is no uniformity in approach.

7. **Lack of LIS Policy**: India has a National Policy on Education to promote education throughout the country, but the Government of India has not implemented any policy to support the LIS education as suggested by the National Knowledge Commission. There is a need to have a properly prepared program for the optimum utilization of available academic and technological resources to ensure quality assurance within LIS education.

8. **Faculty**: There is acute shortage of experienced and capable faculty members in majority of developing countries. This is no less the case in India and South Asia. Authorities appoint LIS professionals with little experience on an ad-hoc bases and at low salaries. There are departments that are run by a single faculty member Challenges and Concerns for Library and Information Science (LIS) Education 15 with guest faculty from other departments and the university library. The National Knowledge Commission has recommended the establishment of a National Institute of Library and Information Science. This will enhance learning opportunities for LIS faculty.

9. **Gap between Theory and Practice**: There is a large gap between theory and practice in LIS in India. As the computer laboratories and libraries are not adequate, students do not get the opportunities to gain hands-on experience. This culture produces LIS professionals who have degrees but a little or no practical knowledge. There is need for short-term courses as we move towards specialization in employment opportunities.

10**. Teaching techniques and Internships**: The chalk and talk method remains the dominant method of teaching in LIS classrooms. Hands-on experience and teaching in real life situations are rarely practiced. Although apprenticeships enable LIS aspirants to have work experience that makes them aware of current job requirements, Generally, LIS programs in India do not include apprenticeships as a part of their courses. However a two year integrated programme has been initiated that has included this style of teaching. Information literacy is also slowly finding a place in LIS curriculum and is being talked about at seminars and conferences.

Conclusion:

LIS education in India has a long history. "For LIS education and pedagogy from India in general and from Ranganathan in particular, it has been unmatched and the world has always turned towards India for something new to emerge from and excel" (Asundi & Karisiddappa, 2007, p. 5). It is now time to analyze the changing context of the information environment and update and enhance LIS courses accordingly. LIS departments in India and South Asia should aim to prepare professionals who can make their way within the political, educational, psychological, cultural and technological changes that are emerging. In order for this to occur, the recommendations of the National Knowledge Commission should be implemented. It is now time that a new Model Curriculum for LIS be designed to fill the gap between needs of the users and the skills of library professionals in order to fulfill user needs effectively and efficiently. The changing information scenario is putting a great deal of pressure on librarians because they must pay more attention to the needs of modern users and ensure quality services to remain relevant. This will be possible with the new generation of LIS teachers and professionals, taking LIS discipline to new heights. LIS faculty in India should empower itself and there should be collaboration at regional and international levels. We have the responsibility to carry on the legacy of Dr. S.R. Ranganathan.

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