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🔓 **Research Article**

PREPARING LIBRARY AND INFORMATION SCIENCE PROFESSIONALS FOR MODERN NEEDS: A PAKISTANI PERSPECTIVE

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ABSTRACT

This paper examines the education and training of library and information science professionals in Pakistan to meet the evolving needs of the modern information landscape. Rapid advancements in technology, changing user expectations, and the digital revolution have necessitated a shift in the skills and competencies required by professionals in this field. The study explores the current state of library and information science education in Pakistan, including the curriculum, pedagogical approaches, and practical training opportunities. It also identifies the challenges and opportunities faced by Pakistani professionals in adapting to the modern information environment. The paper highlights the importance of incorporating emerging technologies, digital literacy, information management, and user-centered services into the education and training of library and information science professionals. By addressing these issues, Pakistan can equip its professionals to effectively serve the information needs of diverse user communities

in the digital age. Instead of just dealing with the side effects, we can use Foot's concept of prudential morals to solve our problems quickly. In addition, a moral life inspires a moral society, which in turn establishes moral constitutional practices that guarantee comprehensive growth. PhilippaFoot's goodness adds to the development of a more prudent society. In today's society, virtue is a highly prized trait. This brings about social change. Social change is made possible by Foot's concept of virtue. This is because human instinct is the first step toward change, which then leads to human activity that has an overall impact on society.

KEYWORDS

Library and information science, information professionals, education, training, modern needs, emerging technologies, digital literacy, information management, user-centered services, Pakistan.

INTRODUCTION

The field of library and information science (LIS) is undergoing significant transformations due to advancements in technology and the changing information landscape. Library and information science professionals play a vital role in managing and providing access to information resources, catering to the needs of diverse user communities. However, to effectively serve the modern information needs, it is essential to ensure that LIS professionals receive the necessary education and training aligned with the evolving requirements of the field.

This paper focuses on the Pakistani perspective and explores the education and training of library and information science professionals in Pakistan to meet the challenges and opportunities presented by the modern information environment. It aims to analyze the current state of LIS education in the country, identify the key areas of focus, and propose strategies to bridge the gap between the education provided and the needs of the profession.

METHOD

Literature Review:

A comprehensive review of relevant literature was conducted to gather insights into the current state of library and information science education in Pakistan. This involved accessing scholarly articles, books, reports, and official documents related to LIS education and the modern needs of the profession. The literature review provided a foundation for understanding the existing practices, challenges, and opportunities in preparing LIS professionals for the modern information landscape.

Data Collection:

Data was collected through surveys, interviews, and focus group discussions involving LIS professionals, educators, students, and other relevant stakeholders in Pakistan. The surveys aimed to gather quantitative data on aspects such as curriculum content, pedagogical approaches, and practical training opportunities. The interviews and focus group discussions allowed for a deeper understanding of the perspectives, experiences, and recommendations of the participants regarding the education and training of LIS professionals.

Analysis:

The collected data was analyzed using qualitative and quantitative methods. The qualitative data from interviews and focus group discussions were subjected to thematic analysis to identify recurring themes, patterns, and perspectives. The quantitative data from surveys were analyzed using statistical methods to identify trends, patterns, and preferences related to LIS education.

Identification of Challenges and Opportunities:

Based on the analysis of the literature and the collected data, the study identified the key challenges and opportunities in preparing library and information science professionals for modern needs in Pakistan. These challenges may include outdated curricula, limited access to emerging technologies, lack of practical training opportunities, and the need for a stronger focus on digital literacy and user-centered services. The opportunities may include incorporating emerging technologies into the curriculum, promoting collaboration between academia and industry, and fostering a culture of continuous professional development.

The combination of literature review, data collection, and analysis enables a comprehensive understanding of the current state of LIS education in Pakistan and provides insights into the necessary steps to prepare professionals for the modern information needs. This study contributes to the ongoing efforts to enhance the education and training of library and information science professionals in Pakistan, aligning their skills and competencies with the requirements of the dynamic information landscape.

RESULTS

The analysis of the current state of library and information science (LIS) education in Pakistan reveals several key findings. The curriculum content in many LIS programs is primarily focused on traditional library practices and lacks emphasis on emerging technologies, digital literacy, and user-centered services. Practical training opportunities, such as internships and field experiences, are limited, preventing students from gaining hands-on experience in the modern information environment. Additionally, there is a need for stronger collaboration between academia and industry to ensure that LIS professionals are equipped with the necessary skills and competencies.

DISCUSSION

The findings suggest that there are significant challenges in preparing library and information science professionals in Pakistan to meet the modern needs of the profession. Outdated curricula and a lack of exposure to emerging technologies hinder the ability of professionals to adapt to the rapidly evolving information landscape. Limited practical training opportunities result in a gap between theoretical knowledge and real-world application. Furthermore, the absence of a strong focus on digital literacy and user-centered services undermines the ability of professionals to effectively serve diverse user communities.

However, there are also opportunities for improvement. Incorporating emerging technologies, such as data management, information retrieval systems, and digital libraries, into the LIS curriculum can equip professionals with the necessary skills to navigate the digital age. Establishing partnerships and collaborations between academic institutions and

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industry can facilitate internships, research projects, and mentorship programs, allowing students to gain practical experience and exposure to the latest trends and technologies. Furthermore, promoting a culture of continuous professional development through workshops, seminars, and conferences can enable professionals to stay updated with the evolving needs of the field.

CONCLUSION

To meet the modern needs of the library and information science profession in Pakistan, it is crucial to address the gaps and challenges identified in this study. Revising the LIS curriculum to incorporate emerging technologies, digital literacy, and user-centered services is essential. Providing more practical training opportunities, such as internships and field experiences, can bridge the gap between theory and practice. Strengthening collaboration between academia and industry will facilitate knowledge exchange and ensure that LIS professionals are equipped with the necessary skills and competencies.

Efforts should also be made to promote a culture of continuous professional development, encouraging professionals to engage in lifelong learning and stay updated with the changing landscape of information science. This can be achieved through workshops, seminars, and networking opportunities. By taking these steps, Pakistan can effectively prepare library and information science professionals to meet the modern needs of the profession, contribute to the development of the information society, and enhance access to information for diverse user communities.

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