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Foundations of lifelong learning and the objective role of LIS Education connoisseurs

A.Y. Asundi

Dept. Library & Information Science, Bangalore University,
Bangalore – India

and

C.R. Karisiddappa

Dept. Library & Information Science,
Faculty of Social Sciences, Karnatak University, Dharwad –
India

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Abstract

The genesis of Lifelong learning has been traced to first quarter of 20th century. Many dimensions to its conceptual and functional aspects are added. The literature output has been prolific and it is interesting to explore many new concepts added since 1920s. One of the instructional basis of lifelong learning is information literacy. The library and information professionals all over the world are engaged in imparting instructions to perpetuate learning throughout life, which is paraphrased as 'womb-to-tomb' and 'cradle-to-grave' learning. The paper explores from the root the conceptual, developmental and instructional foundations of Lifelong learning and also objectives of library and information professionals in imparting the instructions to lifelong learners.

0. Introduction :

“It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning “ said famous Indian philosopher and spiritualist Jiddu Krishnamurthi [1] How true that several such thinkers’ alike state in rather similar words that the lifelong learning is essence of human life, a sign of progress and it is a continuous process. It is true that learning and education starts with acquisition of literacy. Though, literacy, learning and education are interrelated and yet understood with discrete conceptual bases. They expose a progressive process of development with accumulation of knowledge and skills. Analogously they can be compared to the traditional differences on ‘data, information and knowledge’. To exemplify, Literacy is data without which acquisition of education and process of learning is not feasible. Deliberating on the foundations of lifelong learning as a process this analogy would lead to several other facets of lifelong learning. and can be viewed to the depth of acquisition of knowledge and skills required one to perform in different situations and environments.

The most visible feature of today’s societies – implied as **information** and/or **knowledge societies**, is towards innovations, challenges and impact and that they are in a constant transformation. On one hand information and knowledge are considered as key inputs and critical resources for all human activities, on the other the volume of information is growing at an exponential rate creating an **information overload** and the technology being applied for its management is also in rapid momentum. The use of technology has become widespread and persists to become obsolete. Every conceivable profession and occupation has been affected by these changes. It has become essential to any individual who has acquired knowledge through formal education to update his knowledge and get acquainted with new developments through the acquisition of new and nascent information.

The societies with rich information content need confident, independent, self-regulated learner and that proposes need for lifelong learning. Hence, the human resource for today’s societies can be regarded as effective consumers of information who has ability to **search, discover, evaluate, use, produce and share information** and can also be **able to make use of technology** in all these activities. For instance in the current rapid socio-economic, educational and technological changes taking place there is a need for continuous updating of skills through self-regulated learning for the self and for the organizations they serve. It is therefore considered imperative, that self-regulated learning and self-efficacy are the objects of lifelong learning. Hence lifelong learning is viewed here in many of its conceptual, developmental and instructional foundations.

1. Rootages on Lifelong Learning:

Ahead of discussion on lifelong learning, it is desirable to explore the rootages of the concept and from where a beginning to study its foundations can be made. It is also customary to seek origin of a concept, define it to understand its changing scope and neo-perspectives. The genesis would gradually help to know its diverse perspectives and that would help in deducing its foundations. Incidentally two of several exciting events on the origins of Lifelong Learning are presented here.

i. Education Permanente

The idea of lifelong education was first fully articulated in this century by Basil Yeaxlee (1929). He along with Eduard Lindeman (1926) provided an intellectual basis for a comprehensive understanding of education as a continuing aspect of everyday life. In this they touched upon various continental traditions such as the French notion of education permanente and drew upon developments within adult education within Britain and North America. In more recent years we have seen a shift into discussion of lifelong learning and the more problematic notion of informal learning. [2]

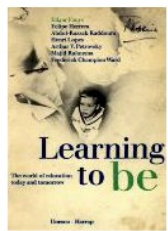


Accordingly the first idea of Lifelong learning was born in the first quarter of 20th Century and its early perspective was intent to propagate it through **adult education**.

ii. Lifelong Education to Lifelong Learning

The concept of lifelong learning viewed originating in the Faure's study report, (by Edgar Faure and his associates (1972)) though its actual conceptual heart is the notion of **lifelong education** and the vision of a **learning society**. Lifelong education was taken up as a central organizing idea by UNESCO in 1970. The result of this study, a UNESCO publication, titled as "**Learning to be**" that exposes the hidden facets of lifelong learning as a human being in the changing social and economic environment. [3]

The UNESCO position saw "lifelong education as involving a **fundamental transformation of society**, so that the whole of society becomes a learning resource for each individual"



Faure - Learning to be

The commission laid stress above all on two fundamental ideas: **lifelong education** and the **learning society**. Since studies can no longer constitute a definitive 'whole', handed out to and received by a student before he embarks on adult life, whatever the level of his intellectual equipment and the age at which he does so, educational systems must be thought out afresh, in their entirety, as must our very conception of them. If all that has to be learned must be continually re-invented and renewed, then teaching becomes education and, more and more, learning. If learning involves all of one's life, in the sense of both time-span and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the necessary overhaul of 'educational systems' until we reach the stage of a learning society. For these are the true proportions of the challenge education will be facing in the future. It is by no means certain that conservatism of a cultural nature will be easier to overcome than economic or political resistance. But once in a position to measure the stakes against the price, how can we refuse to fight the fight? And the weapons we need for that fight are available. (Faure et al 1972: xxxiii-xxxiv)

iii. Lifelong learning and adult education

The notion of learning through life is hardly new, as a glance at [Plato's Republic](#) reveals. However, with the development of a self-consciously 'adult education' came the view that education should be lifelong. In what Waller describes as a report without parallel, the Adult Education Committee of the British Ministry of Reconstruction concluded:

"Adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong. [4]

Similar themes appeared in **Eduard Lindeman's** classic *The Meaning of Adult Education*. Building on a number of themes associated with his friend and colleague, John Dewey, he argued that:

"Education is life: 'not merely preparation for an unknown kind of future living... The whole of life is learning, therefore education can have no endings. This new venture is called adult education not because it is confined to adults but because adulthood, maturity, defines its limits...' [5]

Even with this elegant beginning the concept of lifelong learning had its initial setbacks. Philosophically, this position envisaged the society of the future as a scientific **humanist learning society** in which all citizens would participate fully. Despite its humanistic origins, the concept of lifelong education received wide criticism and rejection from many educational theorists in the 1970s and receded somewhat into the background. However, since the 1990s it has returned to favour as lifelong learning cause, amongst other things, it sits well with OECD **neo-liberal economic agendas**. As put it: Inevitably, the OECD take on lifelong learning will be condemned by many for not being humanistic enough. [6]

2. Conceptual Foundations

The concept of lifelong learning is based on the observation that, in a rapidly changing, technology-based world, initial education is insufficient to fit an individual for a lifetime's work and to a nation with an adequately skilled workforce. This updating must, however, be structured. Every individual action, reaction and encounter involves learning. In the age of information and of global competition, familiar certainties and old ways of doings are disappearing.

The term has been used in a variety of contexts, from adult learning and continuing professional development to organizational and societal changes. It is a deliberate progression throughout the life of an individual, where the initial acquisition of knowledge and skills is reviewed and upgraded continuously, to meet challenges set by an ever-changing society. In other words, lifelong learning is about learning throughout the whole of life. [7] A culture of lifelong learning will have the implications for the delivery of all education and training, which must extend beyond the traditional institution to include the home, the community, companies and other organizations.

In other words, learning in an information society cannot stop with the acquisition of a diploma or a degree; in order to prepare students to survive and, indeed, thrive in such a world they must be able to re-educate themselves over and over again throughout their lives. Thus the focus in the educational process must shift from solely teaching content to also teaching student how to learn-a significant skill for a lifelong learning process [8]

The provision of education has concentrated on the lifelong learning that people can learn without the constraints of place and time. The Complex environment confronted with rapid change taking place a constant burden on the individual to acquire a multiplicity of skills and knowledge irrespective of their age, social, political or economic status. Lifelong learning may involve an increase in skills, knowledge, underlying values or the capacity to reflect.. Lifelong learning is from pre-nursery to post retirement - **womb-to-tomb or cradle-to-grave learning**. Lifelong learning is important because continuous learning is essential for survival in a changing world. According to formula $L > C$ where L is the rate of learning and C is the rate of change, individuals who are not learning individuals will be excluded, disadvantaged and will be disaffected. [9]

The concept of lifelong learning is based on the observation that, in a rapidly changing, technology-based world, initial education is insufficient to fit an individual for a lifetime's work and to a nation with an adequately skilled workforce. This updating must, however, be structured. Every individual action, reaction and encounter involves learning. In the age of information and of global competition, familiar certainties and old ways of doings are disappearing.

Midwinter[10] shows that the “subject of lifelong learning is shaped between four anvils of press comprising **‘higher education and other providers, YOU (the customers), the profession and the world of employment and other technology’**

Candy [11] conceptualizes lifelong learning with this definition. “Lifelong learning takes, as one of its principal aims, **equipping people with skills and competencies** required to continue their own **‘self-education’** beyond the end of formal schooling.”

Robles narrates the conceptual basis of Lifelong learning in most comprehensive set of components. It is not therefore inappropriate to paraphrase the entire paragraph in this context. [12]

*“ The term describes a goal set by the developed countries, whereby all citizens would participate in learning activities over the complete course of their lives. Includes **structured learning** from **initial formal education** to **job related training** course provided by employers, **public labour market schemes** and **adult education** programmes. Also includes the **informal training** which takes place in **all varieties of life situations, outside educational institutions** and structured learning activities, such as early **childhood learning, learning by doing self-motivated study and learning, learning via social interaction, learning from mass media** and so on. The term **Life-wide learning** is sometimes used to describe the breadth and varieties of formal and informal learning that takes place in life phase...”*

Parkinson attributing to substantial volume of literature published on lifelong learning over the years states “ Nearly all of these, however, deal with lifelong learning after a person has **entered work force and left school**”.[13]

According to Brophy [14] the concept is based on the observation that, in a rapidly–changing, technology-based world, initial education is insufficient to fit an individual for lifetime’s work and a nation with an adequately skilled workforce. Whereas in an agrarian economy it might have been sufficient to learn one’s trade as an apprentice and then carry on applying traditional skills in ones life span in the information society it requires continual updating of knowledge and skills.

In the Developing world lifelong learning objectives are different from the north. Lifelong learning and **adult education** have close relation and it is well expressed by Unesco It is stated that “north can learn from the experiences of south in this context.” In the third world nations due to continued **poverty, rapidly changing economic and political situations** the poverty is on the growth and are experiencing **lack of funds for formal education** hence they are adopting to adult education.[15]

In India the influence of ICT has emerged with enhanced potential for learning. The public libraries are on the threshold of utilizing the technology in conjunction, to promote lifelong learning. Uma Kanjilal [16] highlights the comparative role of ICT and Public Libraries in lifelong learning.

In the conference organized by The World Education Fellowship in 2004 on theme “*Lifelong learning : Learning to live and living to learn in the ever changing global environment*”. [17] It believed in extending education for everyone all the time and in this context it stated that “ With the limitations of conventional education system and ever changing learning needs of the society, one cannot ignore the role of lifelong learning”. Further “ Learning opportunities outside – in our lives in the family, in the community, at work etc. – greatly outnumber the opportunities offered in formal institutions. Lifelong learning for all – from early childhood to our later years is now a major priority.”

The conceptual foundations of lifelong learning has have strong roots built-in within the social and educational, on job-training and in other environments and in the fabric of contemporary societies, yet it has new vistas that have prospected with the impact of information and communication technologies and with the emergence of knowledge society. These conceptual foundations have been embedded in the developmental foundations that further study it in depth.

3. Developmental Foundations:

There is a need to rethink and broaden the notion of lifelong learning or education. Not only adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings- their knowledge and aptitudes, as well as the critical capability and ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community [18]

Leader [18] has shown relation between lifelong learning and **knowledge economy**. “Central to the literature on lifelong learning is the relationship between education and the economy. Against the background of knowledge economy, this overview seeks to contextualize policy implications for shaping a lifelong learning paradigm and pedagogy appropriate to new learning organizations and different employment structure.

Otala [19] said “in contemporary and concurrent developments in information domain and in the application of IT, every individual requires **continual updating and upgrading** in order to survive in the changing world. The flexibility and adaptability is gained through better learning skills and the right attitudes that help learners quickly and easily to learn new things. Working methods are changing and they require new kinds of performance skills. Continuous learning is needed to provide workforces with skills and competencies that help them to learn new jobs and professions. Improving learning opportunities for people throughout their lives, and encouraging people of all ages into learning as often as they want, are likely to be the most dramatic developments in education.

Hendrickson states [20] “ Lifelong learning is most certainly a **pillar of professional development...** And in the process of disposition on lifelong learning he call three categories of classes of people called “**learning antagonists, learning apologists and learning activists**” and obviously the last category is most favoured one and as manager of lifelong learning they promote continuous learning

According to Bandura [21] learning certain skills is not enough, individuals should also **develop confidence in the skills** that they are learning. In other words, success is not simply based on the possession of necessary skills for performance, it also requires the confidence to use these skills effectively.

As a result, there is a growing awareness of the need for individuals to learn throughout their lives, and constantly to review and update their knowledge and skills. People are often forced to reconsider their careers and learn new skills in order to keep up with **employers’ ever-changing needs** for new skills.

Candy [22] implies developing lifelong learning has to initiate at **all levels of education and training**, which must extend beyond the traditional institutions to include the home, the community, companies and other organizations. The education systems need to ensure that both their curricula and their teaching and learning processes are constituted in such a way that lifelong learning skills are deliberately enhanced.

The education has to prepare students for a **lifetime of independent, self-motivated learning**. The learners have continuous inquiry, analysis, and discovery that are essential for success in the multitude of roles they will have to play in this information society [23]

Royce [24] explains lifetime learning as a combination of skills and attitude that **embrace change**. This learning, keeping older minds sharp and skills maintained, is more necessary than ever before. In this era of information and technology the older members of society are caught between twin forces of retirement and new learning [25].

Societies are becoming more global in their financial and informational exchanges. **Globalization** is not limited to the financially strong societies or those with efficient information systems. All societies in all nations are experiencing the effects of globalization on economic and financial flows, information flows, and infrastructure demands. To be merely current with today's technology one must learn effectively and take a broader view of life and relationships than was possible in the past.

4. Instructional foundations of Lifelong learning

The success of lifelong learning depends on many instructional foundations, which have also been surfaced progressively with the developments in the lifelong learning . One of earliest and the congenital instructional programme is the '**adult education**'. In reality it is directed to the learners of third age, and it concentrates more on functional literacy, that would empower individual for continued learning.

Bibliographic instruction is not only to provide students with the specific skills needed to complete assignments, but also to prepare individuals to make effective lifelong use of information, information sources, and information systems [26].

In recent years **Information Literacy along with computer and INTERNET literacy** and Lifelong Learning are brought into close proximity more than any other instructional avenues. Today information literacy has engulfed the entire information society as an essential component for articulating human being to be informational in domain. Successful information seeking and lifelong learning requires strong backbone of information literacy and literacy in information and communication technologies,

Bundi [27] has shown there is close relation between **Life Long Learning and Information Literacy in the ever expanding information society**. And Information Literacy is bound to play a central role in the lifelong learning initiatives. Andretta says the purpose of Information literacy is **educating people to use information technologies** and to take advantage of the wealth of resources currently available is becoming an important educational objective for learners of all ages [28] Burbules states Information literacy is becoming increasingly important in the contemporary environment of rapid technological change and proliferating information resources [29].

American Library Association declares "An information literate individual knows how to learn and is capable to achieve lifelong learning. Information literacy is the term being applied to the skills of information problem solving"[30]. **Computer literacy**, a general understanding of what computers can do, and the skills necessary to use them as an effective tool is a part and prerequisite of information literacy[31] . Computers are **important tools for learning, problem solving**, communicating and retrieving The use of computer technologies has become inevitable for almost all the professions in the modern societies. Hence, information and computer literacy skills have become the necessary intellectual ingredient of an individual's life. Individuals must feel confident and competent in using certain technologies and skills in order to employ them effectively.

Distance Learning is yet another instructional avenue running parallel to information literacy. The learners inability to continue formal education and learning due to economic, social and other limitations is favoured well with distance learning programmes and is now adequately augmented with facilities from educational and information technologies. Online learning in this context has become quite popular and world wide, where there are adequate technological infrastructure available.

Bork [32] has focused on new paradigm of all learning, termed as computer – based **Tutorial learning**, According to him this “allows a much more individualised approach to learning” and it is the learning in the future., and it is different from the traditional dominant paradigm of mere ‘information transfer’ to interactive learning with the help of computers.

5 Information Skills for Lifelong Learning

“In the past, the span of important change was considerably longer than that of a single human life. Today, this time span is considerably shorter than that of human life and accordingly our training must prepare individuals to face a novelty of conditions” [36]

We believe that a person's success in achieving self fulfillment and esteem, employability, and active citizenship is based on an essentially common set of capabilities (Key technical skills are the important exception) . The ability to learn and to help other learn, critical and reflective thinking, logical analysis and sound judgment, communication and other interpersonal skills, risk assessment, time and change management these are among the essential building blocks for success at home, in relationships and peer groups, as parents, mentors and guides and as citizens.

The emergence of knowledge-based society, repeatedly and increasingly has been discussed by the social scientists, technologists and the library and information science professionals. The information revolution has brought it into being, and it is defined as a continuing process of economic, social and political globalization [37] In this context it perpetrates that the every individual in this ever transforming society, gains adequate informational skills is essential and that promotes also the lifelong learning.

On the contrary people begin to develop, **expand and refine their information skills** and competencies, but on the other hand vast majority of the public has no skills related to using information [38] The process of developing, expanding and refining the **information skills is a continuous process** and calls for a life long learning approach. The World Initiative on Lifelong Learning was formed to develop the sharing of good practice relating to lifelong learning and to set and monitor standards for global lifelong learning. Many of the lifelong learning activities were initiated for the 21st century [39]

The three facets – ever expanding information/knowledge society, need for life long learning to update information use skills and the information literacy have emerged. It implies that educators in appropriate area like Library and Information Science would be called upon to shoulder this responsibility

The necessity of lifelong learning must find an answer in a modern and versatile learning paradigm organized into several levels: formal and informal, collective and individual, public and private.

In addition the application of information technology, enable and encourage the creation of learning circles, virtual classrooms, and virtual learning communities that improve the social dimension. The interactive technologies allow learners to exercise for greater control over the process than is possible in many traditional learning environments. The learners have to be helped to focus their attention on material specifically aimed at their cultural interest and cognitive increase. Students traditionally have a direct relationship with teachers as leaders of learning processes in more or less linear organized instructional environments. Due to social and technological developments, traditional teaching methods have been changing and resulting in the creation of tele-learning environment. These changes require new challenging roles and skills not only for students, teachers, researchers, but also for library professionals [40].

Skills for lifelong learning such as the setting the learning goal, learning methods, the selection of media and information resources, the analysis, the criticism, the data application and the contribution of knowledge to the society.

The information literacy programmes have been considered so essential in many of those countries as a part of their general education, as a part of an individual's lifelong learning process, on the beneficial use of services offered resulting from the adoption of information technology in libraries or in their education. All these aspects in short recapitulated here, are discussed in detail in the previous chapters.

Various learning teaching methods based on lifelong and self-learning have employed through different approaches. In the information-based society, the library use and information literacy has been recognized as an essential skill for lifelong learning.

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Because many societies are becoming affected by globalization, it is necessary for librarians to identify and encourage marginalized groups who may not have the abilities or the access necessary to be constructive members of their own – and the global – society. Lifelong learning may be the challenge of adult literacy for some or the challenge of mastering technological applications for others. Lifelong learning is only viable and valuable after literacy has been achieved.

5. Objective of Library and information Science

Among the key objectives of the Libraries, as store houses of knowledge, and preservation of knowledge resources from ages, the promotion of use of its resources is another primary objective. Ranganathan [33] first law of library science *"BOOKS ARE FOR USE"* emphasizes the core objective of library and the profession. Libraries, traditionally categorized as, public, academic and special, focus on socio-economic functions of education, learning and economic development.

The objective role of libraries and librarianship is substantiated with the learning and teaching, by providing resources and engaging learning activities. It helps to promote student activities and teacher knowledge. The second important objective with progressive changes, is to provide seamless access to information using information technologies and dissemination and delivery of information, both in print and digital form.

The role of different libraries in this context is also recalled. The public library role is exemplified in the mission of Unesco manifesto; to enhance the human life. It states in this context :

*"Freedom, Prosperity and the **Development of society and individuals** are fundamental human values. They will only be attained through the ability of **well-informed citizens** to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and **unlimited access to knowledge, thought, culture and information** " [34]*

The role of public libraries in the adult education sector need not be over-emphasized, as they are suited to cater to the needs of neo-literates, providing suitable reading materials. The central role of public libraries in continuing education and lifelong learning of the out-of-school adult is a subject of extensive discussion. It is often found that many adults would not show interest to return to schools, the knowledge they need lies within the rich resources of public libraries. Public libraries are now acknowledged as indispensable part of our community and social life as promoters of literacy, providers of wide range of reading for all ages, the centres for community information services. Public libraries and adult education organizations in different countries work as partners in the effort to reduce illiteracy. Libraries can be catalysts for sustaining the literacy by the neo-literates by providing them suitable reading materials.

Developing lifelong learners is central to the mission of higher education. The objective of the University Education in particular is attributed as the objective of its library and stated as to support, teaching, learning, research, and dissemination of knowledge through its publication. All these aspects can be empowered with continuous learning. In order to enable individuals the intellectual abilities of reasoning and critical thinking, colleges and universities have to provide the foundation for continued growth throughout their career, as well as in their roles as informed citizens and members of

communities[35] The role of academic libraries is innate in the objective of higher education in particular. The universities recognized the importance of library use and information literacy as a significant instrument for information-based learning and lifelong learning after the culmination of schooling.

Therefore, apart from possession of information and computer literacy skills, individuals of today's society must also feel confident and competent in the use of these skills. Information professionals who undertake the responsibility of offering information services and teaching information literacy skills, should have high sense of efficacy both in information and computer literacy which directly and strongly is bound to affect the success of their work performance. Furthermore, helping information professionals to improve their self-efficacy beliefs during their education, prior to graduation, becomes as important as equipping them with necessary skills and knowledge. This paper is primarily concerned with self-efficacy in the context of information literacy. Firstly, the focus will be on the concept of self-efficacy, followed by attainment of self-efficacy beliefs. Finally, the findings of the research conducted to explore students', who enrolled in the Department of Information Management Hacettepe University, perceived self-efficacy for

7. LIS Education Perspectives:

Since the time of Dewey to the present several new areas of study in Library and Information Science are being added – traditional areas, areas impacted with the application of contemporary technologies. One area that has found to be in the constant change related and relegated as Information Literacy is its tradition has evolved from User Orientation and today the technological impact on LIS Education has several new subjects of study.

Lifelong learning has become an important for society owing to various factors.. People are often forced to reconsider their careers and learn new skills in order to keep up with employers' ever-changing needs for new skills. Developing lifelong learning has come into being at levels of education and training. The education systems need to ensure that both their curricula and their teaching and learning processes are constituted in such a way that lifelong learning skills are deliberately incorporated in their educational programmes.

Librarians and library educators recognized as that group best suited and best positioned to provide these skills to all. This would bring in a paradigmatic change in the curricular structure of LIS Education. A core content would be as Information Literacy encompassed by technologically influenced areas and other subjects.

The study of users and user needs one of the areas of study in Library and Information science curriculum since 1950s implying Information Literacy. For example when the Online Information Retrieval Systems came into operation the service provider would include a tutorial module. Online tutorial learning was introduced by Online hosts as early as in 1960s to enable users and the library staff to gain information skills to search, retrieve and analyse the information they are in need. The tutorial played a greater role in helping learners discover information from vast information sources like the Online databases. Today the Web and Digital Library are treated on similar consideration to educate the User, and use of Web for search retrieval of E-resources.

So from the traditional user orientation, the objective of guiding the user on the library resources, the Information Literacy has emerged as an essential for the user to 'access' and use information. In this context the paradigm of Education for LIS has been changing equivocally and has spread to diverse areas like Intellectual property rights.

Cambridgeshire has created a special team of 35 people who work in one of the county's eight library-based learning support centres or a community building, such as a pub or church hall. Each of the team holds a teaching qualification and has been trained in ICT, as well as adult literacy and numeracy. This enables them to deliver learndirect courses and help learners who study on their own.

Rebecca Morgan, [41] Learning Services Manager in Cambridgeshire, says library and other information professionals are increasingly taking on learning support roles and offering coaching or mentoring. "With e-learning there is a lot of cross-over and precise roles are becoming blurred."

Since Cambridgeshire became one of the first local authorities to create a learning support team within its libraries service, staff have leapt at the opportunity to upskill and gain qualifications.

"As a service that is offering lifelong learning we should be particularly strong on developing our own staff," she adds. "We are pleased that LLUK will build a matrix of qualifications to allow individuals to develop their skills and progress into other areas of learning."

8. Conclusions and Outcome of the Paper:

A relation establishes that acquisition of information skills are essential and is a continuous learning process. The instrument to perpetuate this is Information literacy and the agents to carryout this task are the LIS Educators and the LIS Education need to incorporate this in the system of education. The paper would discuss the issues in the context of LIS Education in India and would come out definite proposals that can be of universal application.

An intimate conjunctive parallel also exists with lifelong learning and the facets of library and information professionals. A paradigmatic transformation is observed here in this paper by exploring the conceptual, functional and developmental foundations of lifelong learning. This metamorphosis has also invented and innovated for new instructional avenues and programmes to support and continue lifelong learning. Many of the objectives of library and librarianship match to them and their role is conceived as training of trainers and in this context they are best suited to shoulder the responsibility and to be in partnership with other in the process of life long learning. This is in fact the major outcome of the paper.

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