IASLIC Special Publication

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Volume No. 57

LIS Education in India:

Current Scenario and Future Strategies

IASLIC 28th National Seminar 2018

PROCEEDINGS AND PAPERS

(Peer Reviewed Post Seminar Publication)

Indian Association of Special Libraries & Information Centres

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Volume No. 57

LIS Education in India: Current Scenario and Future Strategies

SPECIAL INTEREST GROUP

SIG 01 : **Social Sciences Information**
Rabindranath Tagore's vision on Libraries and its relevance in new era

SIG 02 : **Computer Applications in LIS**
Data Management in Libraries

PROCEEDINGS AND PAPERS

(Peer Reviewed Post Seminar Publication)

IASLIC 28th National Seminar 2018

HELD AT CENTRAL LIBRARY, VISVA-BHARATI, SANTINIKETAN DURING NOVEMBER 27-29, 2018

2018

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IALSIC 28TH NATIONAL SEMINAR 2018

November 27-29, 2018
Central Library, Visva-Bharati, Santiniketan

On

LIS Education in India : Current Scenario and Future Strategies

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Presidential Address - 2018

Dr. Jatindra Nath Satpathi
President, IASLIC

Respected distinguished guests sitting on the daises professional colleague, ladies and gentlemen, it my great honour and privilege to extend my hearty welcome to you all to the 28th National Seminar of IASLIC jointly organized by Indian Association of Special Libraries & Information Centres (IASLIC), Kolkata and Visva-Bharati, Santiniketan. For more than sixty three years IASLIC has been eventfully occupied with ensuring the all-round development of LIS and professional services in the country. On this auspicious occasion, I would like to pay my ardent homage and tribute to the founding fathers of this association and its predecessors for their efforts to bring IASLIC to the present shape. Similarly, I wish to acknowledge the relentless, merited activities, counsels, and expertise of my professional colleagues in the Governing Body, Executive Committee and the professional community, who have come forward to enrich IASLIC in some way or other.

We all know that education is the most important investments for government at all levels. For the developed as well as developing countries of the present day are expected to emphasise on building the creative and productive capacities of their workforce. 'Knowledge and skills are the key differentiators of nations as well as individuals,' particularly in this increasingly globalised economy. Global education is not merely confined to where students go to learn and the methods of teaching but what they learn and how equipped they are at the end of their courses. Beyond the academic courses, educationists and faculty members now need to think seriously about developing student employability and to equipping them with skills they actually need for success.

We all know that invaluable contributions of Gurudeb Rabindranath Tagore to the field of education and research. Tagor's views on libraries indicate many similarities with those of S R Ranganathan who was regarded as the father of library science in India. For Gurudev, it was imperative for community education to be delivered through libraries. It may instances; Tagore highlighted the act of hospitality extended by libraries, as it shows an eagerness to invite readers at its disposal, it is such hospitality that makes a library big and not merely its number of collection.

We are fortunate to be able to organize our 28th National Seminar of IASLIC this year, at Visva-Bharati, Santiniketan, the land of Tagore with our main area of discussion focusing, on LIS Education. Rabindranath Tagore was not only a great educationist but also a true lover of libraries. Therefore, by organising this Seminar we hope to be able to pay our deepest respect and homage to this great and beloved poet. IASLIC is thankful to the organisers who have invited us all to this reverent land and abode of peace.

This three-day Seminar will deliberate on the identified topics of importance through the thematic and the SIG (Special Interest Groups) session. The designated themes and SIG topics are of great significance for the library science professionals, in general and special libraries, in particular as they look to scale the frontiers in the digital era. This National Seminar is a milestone for IASLIC and the contents of this seminar are planned to be the torchbearers for informational professionals.

The main theme of the Conference this year, as we all know, is: 'LIS Education in India: Present Scenario & Future Strategies.' It includes History & Development of LIS education. The other sub-facets of the main theme are: Infrastructure Requirements, Curriculum Design, Teachers & Teaching Methods, Open & Distance Learning, Library & Information Research and Quality Assurance & Accreditation Standards along with Comparative LIS Education and Future Strategies.

The primary objective of the seminar is to cover almost all important aspects of LIS Education in today' context, accordingly, the topics that will come up for discussion as part of the seminar sub-themes, include the inadequacy of LIS course in India, which suffer from the dearth of financial resources, space, teaching staff, class room facilities, and infrastructure. Curriculum design is not up to the mark, as it has not been revised as per the current needs of the stakeholders. Many LIS schools, with the exception of a few, continue to rely solely on class room lecturing, where students are encouraged to take copious notes. While modern methods of teaching like, tutorials, colloquiums,

brain storming, are rarely used. Unspecified courses, unbalanced growth, limitless intake, limited provisions for quality assurance and accreditation system of LIS schools, are some of the other issues that will be covered as part of the seminar sub-themes. Considering the relevance of Vishva-Vharati and Tagor, the seminar will cover "Tagore's Vision on Library and Relevance" under the SIG. Under SIG 2 the facet on 'Data Management in Libraries' includes sub-facets on 'Kinds of Data' 'Data Publishing' Data Repositories etc.

I would like to conclude this address by extending my heartfelt thanks to the authority of the Visva-Bharti, specially the Vice-Chancellor for his kindly agreeing to host us for this Seminar. Once again, welcome you all to the 28th IASLIC National Seminar. Our host and we the IASLIC will be always at your service to make your seminar experience an enriching one, so that you will go back to your respective places of residence with wonderful memories at Santiniketan.

Thank you

General Secretary's Address

Sri Sajal Kanti Goswami
General Secretary, IASLIC

Honourable President of the inaugural session, President of IASLIC Dr. J.N. Satpathi, Director of Thematic session Prof. Amitabha Chatterjee, Keynote speaker Prof. Sabahat Hussain, Rapporteur General Prof. Parthasarathi Mukherjee, Prof.Nirmalya Banerjee, Organising Secretary of the IASLIC 28th National Seminar 2018, other dignitaries on the dais, G.B. members and all members Delegates, Scholars, Students, ladies and gentleman.

It is my proud privilege and houour to extend hearty welcome to all who are present in this inaugural function of IASLIC 28th National Seminar-2018.

I am standing at the place which is well-known all over the world in the name of Kaviguru Rabindreanath Tagore. In 1863 Maharshi Debendranath Tagore, the poet's father had built a small retreat for meditation and in 1888 he dedicate the land and buildings towards establishment of Brahma Vidyalaya and a library. The school started functioning from 22nd December, 1901 and in 1925 this school came to be known as Patha Bhavan.

Rabindranath Tagore opened a new horizon of library services and established the 'Chalantika Library in order to support his rural reconstruction activities at Sriniketen in 1925, Visva Bharati Library established in 1901.

"Visva Bharati represent India where she has wealth of mind which is for all, Visva Bharati acknowledges India's obligation to offer to others the hospitality of her best culture and India's right to accept from others their best" —- Rabindranath Tagore

IASLIC, acronym for the Indian Association of Special Libraries and Information Centres, was establish in 3rd September 1955. The office is run by voluntary workers and remains open 2 P.M to 9 P.M on all working days except 2nd Saturday, Sundays and gazetted holidays. IASLIC is a non profit organisation based in India that supports development in the entire field of special and general librarianship in India.

It is a democratically structured organisation. It divided in 6(six) zones to spread its activities intensively, There are 16 office bearers and 60 members to Governing Body.

The IASLIC undertakes supports to co-ordinate research and studies, conduct short term courses and hold seminar and conference alternate years on current problems of libraries and information services and other allied areas are selected for discussions. It also published quarterly 'IASLIC Bulletin' a renowned leading journal in our field. Monthly 'IASLIC Newsletter' and 'ILSA'

To act as a centre of information and consultancy in any matter related to library and information services.

IASLIC organises two lectures - Ranganathan Lecture and R.C. Gupta Endowment Lecture.

IASLIC awarded library professionals Librarian of the year, IASLIC Lifetime Achievement award for Retired Librarian, IASLIC Best LIS teacher award. IASLIC Best young LIS Teacher Award. IASLIC Ranganathan Medal for Best Article.

The Governing Body & General Body of IASLIC has selected the main theme "LIS Education in India : Current Scenario and Future Strategies "for discussion in IASLIC28th National Seminar 2018. Besides the main theme propose another two Special Interest Group (SIG) Theme on (a) Social Science Information (b) Computer Applications in LIS.

About Theme:

More than a century has been passed since LIS education started in this country. With the recent growth of library consciousness among the people, the importance of professional training is being recognized for providing quality library/information services. Fortunately, India has made a unique and substantial contribution towards the emergence of library and information science as a full-fledged discipline. The function of a librarian is no more limited to issuing and receiving of books only, he needs to act beyond that; he has much more important role to play. He needs to arouse a real interest and curiosity in the minds of the users for acquiring knowledge; he needs to cultivate the

reading habit among them. He should have the capability of fulfilling all types of requirements of the user community. Obviously, unless a person gathers sufficient knowledge and possesses the necessary professional skills, he will not be in a position to serve users effectively. As the LIS education in the country is fast expanding, ensuring quality of such education has become essential. Though a large number of LIS schools have come up in recent decades, hardly any attention has been paid in many such schools towards developing infrastructure and manpower needed to impart quality education. Hence IASLIC has decided to provide a platform to library and information professionals for discussing future strategies in this regard. A total of 81 papers were received for this seminar

Again, I well come all dignitaries, participants, delegates, Teachers, Librarians, Students who are present here today.

IASLIC 28th National Seminar 2018: Proceedings and Recommendations

Prof. Parthasarathi Mukhopadhyay

Rapporteur General

The 28th national seminar of IASLIC on the theme "LIS Education in India: Current Scenario and Future Strategies" started on 27th November at 10 AM with the presence of luminaries from the domain of LIS and from other subject fields. The inaugural session began with a very unique event where a group of Divyang students from the famous Sangeet Bhavan sang the opening song. On behalf of IASLIC we greatly appreciate this initiative by the organizing committee of the 28th IASLIC national seminar led by the organizing secretary and his entire team. After lighting the lamp by dignitaries and by fulfilling other rituals, Prof. Nirmalya Banerjee, In-Charge, Central Library, Viswa Bharati University delivered his welcome address, where apart from welcoming all the delegates who came from different parts of the country, he elaborated the roles of Viswa Bharati University in education and also explained the objectives and activities of library services and Viswa Bharati Library Network (also known as VBLIBNET). The release of the souvenir and the Abstract volume of the 28th national seminar of IASLIC took place next. The event of release of the above two sets of documents by the organizing committee was greeted by the delegates with big applauds. Dr. Kalpana Dasgupta, in her inaugural address raised some befitting issues like needs of internship in LIS education, seamless integration of academic libraries and public libraries for greater goods and needs of the joined up information systems in the country. Prof. B.K. Sen released a book written by Dr. Partha Pratim Roy, Dy. Librarian, VBU. Prof. Sen in his speech as Guest-of-Honour pointed out the needs of redefining library services in view of the ongoing changes because of the ICT revolution. He also demanded reviewing the advances in bibliometrics and multilingual information retrieval in a country like India. Prof. Sudhendu Mandal, ex-Director, National Library, Kolkata delivered his address as chief guest, where he narrated history and genesis of library development in the country and mentioned the philosophy proposed and contributions made by Rabindranath Tagore in developing libraries in India. The conference director Prof. Amitabha Chatterjee talked on the history and development of LIS education in India. Sri Sajal Kanti Goswami, General Secretary, IASLIC explained the objectives and activities of IASLIC in a nutshell. Dr. J N Satpathy in his presidential address talked on the future goals of IASLIC. The inaugural session ended with a vote of thanks by Dr. Partha Pratim Roy, Jt. Organizing Secretary of the 28th national seminar of IASLIC.

The keynote address session started back-to-back after the inaugural session where Prof. Sabahat Hussain as key note speaker nicely narrated the development of LIS education in India right from the inception. He touched upon all facets of teaching-learning-evaluation in LIS education with special emphasis on predicting the future trends of LIS education in the light of CBCS formatted LIS curricula.

The IASLIC GB meeting took place immediately after the keynote address and then the poster session started after the lunch break at 2.30 PM. There were 17 papers selected for the poster session but only 3 papers in the poster session presented by the contributors. These three papers concentrated on – trends in LIS education; use of open access resources in LIS education; and application of web 2.0 tools in LIS education.

The first and second technical sessions (Technical session 1 and Technical session 2) of the day started with the SIG meet on "Social Sc. Information" and SIG meet on "Computer Application" as parallel session during 3 PM to 4.30 PM. The first technical session i.e SIG 1 on Soc. Sc included a total of 9 papers and all contributors were present there for presentation. These papers dealt with a variety of the subjects like views of Rabindranath tagore on Arts, Rabindra philosophy and thoughts in relation to library services, Views of Tagore on rural reconstruction and role of libraries, value based library services for transformation of the society, views of Tagore on role of libraries in community education, educational philosophy of Tagore and Tagorian views of open education. The support team to organize the technical session 1 was as follows:

Technical session I   SIG 1 : Social Science Information

Theme	Tagore's vision on Libraries and its relevance in new era
Chaired by:	Dr. Subodh Gopla Nandi, Retd. Librarian, VBU
Co-Chair	Prof. Tridib Tripathi, Retd. Prof, DLIS, The University of Burdwan
Session Rapporteur:	Sri Sushanta Raha, Librarian Suri Vidyasagar college

The summary of the contributed papers of this session may be tabulated as below:

No. of contributed papers	09
No. of papers presented	09
Attendance of contributors	100%
Single authored paper	05
Two-authored papers	04
Multi authored papers	Nil

The second technical session took place in parallel at the Hall 1. It included a total of three papers and two papers were presented by the contributors. The first paper dealt with linked open data principles and their possible applications in MARC record structure and the second paper co-authored by Prof. P.K. Panigrahi raised the issues related to the development of patents repository in India. The team that led the proceeding of the SIG 2 on computer application included the following members:

Technical session II	**SIG 1 : Computer applications in LIS**
Theme	Data management in libraries
Chaired by:	Dr. S. Senapati, Principal Technical Officer, CSIR, CBRI, Roorkee
Co-Chair	Dr. P.J. NirmalaKarunya University, Dy. Librarian, Karunya University, Coimbatore, Tamil Nadu
Session Rapporteur:	Barnali RoyChoudhuri, Asstt. Prof., DLIS, NSOU

The summary of the contributed papers of SIG 2 may be tabulated as below:

No. of papers listed :	03
No. of papers presented	02
Attendance of contributors	66%
Single authored paper	Nil
Two-authored papers	02
Multi authored papers	Nil

The SIG meets ended with vote of thanks to the chairs and followed by a unique session (possibly for the first time in the history of IASLIC seminars and conferences) to felicitate superannuated LIS professionals in West Bengal. The organizing committee invited a total of 32 professionals but a total of 18 superannuated LIS professionals were present to attend the session. This session was chaired by Prof. Sabujkali Sen, Professor, Department of Philosophy and Religion, Visva-Bharati University.

This felicitation programme was followed by the tea break and cultural events focusing folk songs, baoul songs and instrumental numbers.

The second day business sessions started with the technical session III and technical session IV, which were organized in parallel. The technical session III dealt with the theme "Background: History and development of LIS education". It included a total of 9 papers and only one contributor was absent. This session started with the paper by Prof. Amitabha Chatterjee, where he identified a series of factors that are responsible for gradual deterioration of LIS education in India. Prof. Lahkar in his paper mentioned the issues related to the employability of LIS students in the present day job market. The next paper, presented by Prof. Sanjoy Singh, indicated the short falls of the present CBCS format and its subsequent negative effects on LIS curricula. The other five papers mentioned present status of LIS education in India, history of LIS education in eastern India, LIS education in Assam, LIS curricula of central universities and growth of LIS schools in India during 1912 to 2011. The team responsible to conduct the proceedings of the technical session III was as follows:

Technical session III

Theme	Background: History and development of LIS education
Chaired by:	Prof. Juran Krishna Sarkhel, Retd. Prof, DLIS, Kalyani University
Co-Chair	Dr. Ziaur Rahman, Asstt. Prof, Rabindra Bharati University
Session Rapporteur:	Ms. Moumita Ash, Librarian, Vidyasagar College for Women

The detail summary of the contributed papers presented in the technical session III is tabulated as below:

No. of papers listed :	09
No. of papers presented	08
Attendance of contributors	88%
Single authored paper	04
Two-authored papers	04
Multi authored papers	Nil

The technical session IV dealt with a total of 9 papers and all nine papers were presented by the contributors. The papers of this session were distributed under four sub-themes and the sub-theme "Curriculum design, development and evaluation" attracted most the papers in this session. The team responsible to conduct the proceedings of the technical session IV was as follows:

Technical session IV

Theme	Included 4 sub-themes
Chaired by:	Dr. V. K. Thomas, Retd Librarian, VBU
Co-Chair	Prof. Amit Kumar Bandyopadhyay, Former Professor, DLIS, The University of Burdwan
Session Rapporteur:	Sri Mrinal Kanti Das, Librarian, Burdwan Raj College

The detail summary of the contributed papers presented in the technical session III is tabulated as below:

No. of papers listed :	09
No. of papers presented	09
Attendance	100%
Single authored paper	2
Two-authored papers	6
Multi authored papers	1

The much awaited panel discussion took place next at Lipika auditorium at 12.30 pm with the noted contributor and mentor of LIS education Prof. Subal Chandra Biswas as chairperson. The panel members included eminent LIS teachers representing a cross section of the LIS schools in India. The panelist were Prof. Shabahat Hussain, former Prof, DLIS, AMU; Prof. Arjun Dasgupta former Prof, DLIS, CU, Prof. N. Lahkar, Prof. DLIS, GU, Prof. Sanjay Singh from the same university and Prof. Juran K Sarkhel, former Prof, DLIS, KU. The session also included co-chair Dr. Sibsankar Jana, DLIS, KU and Dr. Bairam Khan Librarian, Bolepur College as session rapporteur. The panel discussion started with the introductory note of the chairperson, where he explained the procedural pattern to be followed for the discussion. Prof Shabahat Husain presented his views first, where he emphasized the needs of uniform curricula, ICT infrastructure, student-teacher ratio, fulfillment of existing vacancies of faculty positions and judicious application of CBCS format in designing LIS curricula. He also raised the issues related to the down-side of CBCS format in LIS curricula. The next speaker Prof. Sanjay Singh took the lead from Prof. Hussain and pointed out that in view of the constraints like contents of the syllabi offered by the other departments in a university are not quite suitable for LIS students. Apart from this, the lack of infrastructure and low standards of education in some LIS schools are adding fuel to this burning issue. The third speaker was Prof. Lahkar from DLIS, Gauhati University. He pointed out that the present generation of students are much more progressive, informative and IT-savvy in compare with earlier generation and thereby the present LIS course curricula must include topics on emerging areas like e-learning, ontology, semantic search and multi-lingual information retrieval. Prof. Juran Krishna Sarkhel raised some important issues like uniform hard-core subjects in all LIS schools, need of accreditation body for LIS education in India,

training of the teachers of LIS schools and urgent needs of redesigning Refresher Courses in LIS to suite the demands of the present age. The final speaker of the session, Prof. Arjun Dasgupta shared his views on the present LIS research on the basis of his vast experience as a faculty member and an academic administrator. He said, repeatedly we are producing research works on the same areas like information seeking behaviour, bibliometrics and surveys. He also opined that the presence of 'analytical thinking' is missing in present LIS research. He emphasized the needs of training on research methods and literature review for researchers and also opined that supervisors need specialized training on emerging areas of LIS. The chairperson then opened the session for discussion. Prof. Amit Kumar Bandyopadhyay, Dr. N.C. Ghatak, Dr. V.K. Thomas, Ms. Barnali Roychudhury, Prof. B.K. Sen, Madam Kalpana Dasgupta and Prof. K.P. Majumdar took part in the discussion and added valuable comments on the theme. A promising academic discussion that started with lots of enthusiasm ended prematurely due to shortage of time. The panel discussion ended with a vote of thanks by the chairperson.

The panel discussion was followed by two parallel technical sessions namely technical session V and technical session VI. The technical session V, chaired by Prof. Lahkar, included a total of **9** papers covering two sub-themes - "Open and Distance Learning in LIS" and "Library and Information Research". A total of 7 papers presented in this session covering issues related to e-learning in general, MOOCs and SWAYAM as online learning platform, learning support tools and services. The team that conducted this session successfully included the following members:

Technical session V

Theme	Included 2 sub-themes
Chaired by:	Prof. Narendra Lahkar, prof, DLIS, GU
Co-Chair	Dr. Saptarshi Ghosh, Asstt. Prof, DLIS, NBU
Session Rapporteur:	Sri Jitendra Kumar, NIT, Durgapur

The summary of the contributed papers in this session is as follows:

No. of papers listed :	06
No. of papers presented	06
Attendance	100%
Single authored paper	3
Two-authored papers	1
Multi authored papers	2

On the other hand, the parallel technical session VI, chaired by Prof. Udayan Bhattacharya included a total of 6 papers and all 6 papers were presented by contributors. The papers of this session were distributed in two sub-themes namely "Quality assurance and accreditation in LIS schools and courses" and "Comparative LIS education and research". The papers that dealt with the sub-theme Quality assurance and accreditation in LIS schools and courses emphasized on soft skills requirements, human touch in library services and needs to go beyond the routine workflow of a library. The papers related to the sub-theme Comparative LIS education and research raised issues related to role of library association in LIS education, LIS education in Bangladesh, LIS education in universities of West Bengal and analysis of the socio-economic background of students of LIS schools in West Bengal. The team that performed the proceedings of this session included following contributors:

Technical session VI

Theme	Included 2 sub-themes
Chaired by:	Prof. Udayan Bhattacharya, DLIS, JU
Co-Chair	Ms. Snigdha Naskar, Asstt. Prof. DLIS, RBU
Session Rapporteur:	Mr. Keshab Chandra Sinha, Central Library, VBU

The summary of the contributed papers in this session is as follows:

No. of papers listed :	06
No. of papers presented	06

Attendance	100%
Single authored paper	3
Two-authored papers	1
Multi authored papers	2

The annual general meeting of IASLIC took place after the technical sessions and this event was followed by a cultural event.

The final technical session i.e. Technical session VII started at 10 Am as scheduled on 29th November. All the 5 listed papers in this technical session were related to the sub-theme "Future Strategies. It was chaired by Dr. P.R. Goswami, Former Director, ICSSR, IGNCA and CSL and assisted by Dr. Susmita Chakraborty, DLIS, CU as co-chair. A total of 3 papers were presented by the contributors. The papers of this session covered topics like socio-technical challenges related to LIS education of the coming decade, use of wikipedia/wikitutor as learning tool for new age LIS education, enhancing text based information retrieval with geodetic search and use of web 2.0 tools in imparting LIS education. The details of members that conducted the session and a summary of the contributions are as follows:

Technical session VII

Theme	Future strategies
Chaired by:	Dr. P.R. Goswami, Former Director, ICSSR, IGNCA and CSL
Co-Chair	Dr. Susmita Chakraborty, Associate Prof., DLIS, CU
Session Rapporteur:	Dr. Azizur Rahman, Librarian from Bangaldesh
No. of papers listed :	05
No. of papers presented	05
Attendance	100%
Single authored paper	1
Two-authored papers	4
Multi authored papers	Nil

The technical sessions (seven in number) formed the core part of the 28th national seminar of IASLIC and total of 35 papers presented against the selected 38 papers selected for the ten different sub themes related to the main theme LIS Education in India: Current Scenario and Future Strategies. In other words almost 92% papers discussed in the core five technical sessions.

The recommendations as summarized on the basis of discussions that took place during the technical sessions, panel discussion, question-answer sessions and valedictory session are as follows:

Recommendations :

Recommendations of the 28th National Seminar of IASLIC held at Visva-Bharati University during November 27 - 29, 2018

1. Observing with concern the conducting of several unspecified courses in LIS in the country, it is recommended that the UGC be requested to ensure adherence to the provisions contained in its Notification No F.5-1/13(CPP-II), dated 21 August 2014, and Gazette Notification, dated 5 July 2014 by the institutions conducting LIS courses and not to allow any university to conduct any course not specified by it, such as honours course or advanced bachelor's degree course in LIS, 5-year integrated MLIS course, or to introduce LIS as an optional subject in general stream bachelor's degree course.

2. Recognizing the urgent need for ensuring minimum standard of LIS education in the country, the Government of India be requested to urgently set up a suitable mechanism for evaluation and accreditation of LIS departments and/or courses in the line of Indian Medical Council.

3. In view of the fact that the last curriculum development committee in LIS set up by UGC, proposed an updated course curriculum in LIS as long back as in 2001 and that there has been enormous developments in the subject as well as technology used by libraries and information centres during the intervening years, the UGC be requested to set up without any further delay a new curriculum development committee for framing model syllabi of LIS courses of different levels so that the institutions conducting LIS courses can modify their

curricula accordingly to meet the manpower needs of the new generation libraries and information centres.

4. Noting with concern the mushrooming of ill-equipped LIS schools in the country, the UGC be requested to ensure availability of minimum infrastructure in every LIS school and develop a mechanism for withdrawing permission in running LIS courses if minimum infrastructure is not developed by the concerned LIS schools within a reasonable period of time.

5. In order to produce suitable manpower to meet the needs of present day automated libraries and information centres, the LIS schools in the country be requested to revise their curricula urgently keeping in view the needs of the employers in mind and also ensure that there is no over production of trained LIS manpower.

6. Recognizing the fact that LIS is a practice oriented professional course needing thorough practical training, the UGC be requested to ensure that the universities conducting LIS courses in distance mode run only M Lib I Sc course to give opportunity to in-service professionals to enhance their qualification and the lower level course, viz., B Lib I Sc, which is the foundation course, is conducted by accredited LIS schools only in direct mode.

7. Recognizing the need for hands-on training of LIS students in real life situation, the UGC be requested to ensure that every LIS school introduces internship programme in collaboration with the university library concerned and other libraries in the region and that such programme is made an integral part of the course curricula.

8. In order to enhance the quality of LIS education in distance mode, the UGC be requested to ensure that distance mode courses in LIS are run by the respective LIS schools in virtual classroom environment, with ample opportunity for teacher-pupil interaction.

9. Recognizing the absence of any definite policy of LIS manpower development resulting in rise in number of LIS schools and courses compared to availability of job opportunities and also the gap existing between the training provided by some schools and the need of the employers, the UGC be requested to conduct a survey, through an appropriate agency, of the LIS education being imparted in the country and also the need for LIS professionals of different categories, as suggested by UGC Review Committee (1961), so that a realistic policy and programme for LIS manpower development can be formulated and implemented in the country.

MT- 1 : BACKGROUND : HISTORY AND DEVELOPMENT OF LIS EDUCATION

MT - 01 - 01

WHAT AILS LIS EDUCATION IN INDIA AND WHAT IS THE PANACEA?

Amitabha Chatterjee[1]

Abstract: The formal LIS education in the country has already crossed a century. During this period, there has been enormous growth in number of LIS schools and courses. A census of LIS schools and courses, based on available Internet resources, has revealed that around 500 LIS schools attached to educational institutions, like universities, colleges, specialized institutes and polytechnics, and other organizations, like library associations, government institutions and state central libraries, are conducting over 850 courses in LIS and related fields, including around 130 distance education courses, at different levels – certificate, diploma, post-graduate diploma, bachelor's degree and master's degree – besides conducting a good number of M Phil and Ph D programmes. LIS courses in distance mode are now among the very popular distance education courses in the country. These LIS schools are churning out a huge number of trained personnel every year. Thus our country has emerged as the leading producer of trained manpower in the field of library and information services. But the proliferation of LIS schools without building adequate infrastructural facilities and abundance of trained manpower have brought about on their trail some grave problems which are unwanted in any profession, such as diminishing quality of training and under-employment and unemployment of trained personnel. Obviously, all is not well in the field of LIS education in the country. The main reasons behind this situation are lack of an accrediting body for LIS courses and absence of an LIS manpower

development policy. Till such a body is formed it will be difficult to check proliferation of sub-standard courses. Similarly unless a realistic national policy for LIS education and manpower development is formulated and adopted, the balanced growth of LIS manpower cannot be expected. The paper analyses all these issue and suggests measures to ameliorate the situation.

Keywords: LIS Education, LIS Education in India, Accreditation of LIS Courses, LIS Manpower Development Policy

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MT - 01 - 02

LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA : ISSUES AND CHALLENGE

Narendra Lahkar[1]

Abstract : Library and Information Science (LIS) education in India is inviting attention from the stake holders for making it more jobs oriented and to imbibe self confidence for self employment. The job market is diversified and it is need of the hour to prepare LIS students to make them capable to work in this environment. The state of the art of the LIS education in it teaching and learning process has shown a gap between the imparted knowledge and acquired skills the job market is demanding. Employability of LIS students is at stake as the entry to the jobs becoming tougher due to increased use of new and advance devices in performing library jobs. The efforts in filling the gap are in continuation by the stakeholders, especially the LIS schools of the country and to a large extent they are successful also. Course curricula, teaching skill and capability, infrastructure and environment, job requirements are some of the issues requiring attention of the stakeholders in meeting the challenges LIS is facing.

LIS Schools are conducting the academic programmes at different levels from certificate to Doctoral levels, even the post doctoral level. A number of schools also introducing special courses like PGDLAN, Digital library and so on with the sole aim to prepare the LIS students and scholars in meeting the challenges and to cope with the changing situation of librarianship. In conducting the academic programmes, the LIS schools are to overcome different hurdles like infrastructure, faculty strength, environment, etc. Besides, the schools with distant learning mode have to face different other hurdles in addition to the hurdles faced by the schools with conventional mode.

Diversified job market is demanding new outlook of the existing LIS situation. The traditional or conventional way of teaching learning process containing limited scope in course curricula for meeting the job market is a major issue the LIS is encountering. Extensive use of IT devices to perform the jobs for information collection, organization, dissemination and preservation has made the situation more challenging for the present products of LIS Schools.

Library users towards use of library resources have also been changed and their needs become varied, specific, and to have with very minimum time preferably at their desktop. Libraries are becoming the knowledge resource centre and librarians are to act there as the facilitators where users needs are supplied/ met in proper perspectives. .

A brief discussion has been made in the paper on the issues involved with suggesting measures need to be taken for better scope with reference to the LIS education.

Keywords *: LIS Education, IT Devices, Library users, Job market, LIS School*

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REVAMPING LIS EDUCATION IN ASSAM : NEED OF THE HOUR

Sanjay Kumar Singh[1]

Abstract : *Today we live in a rapidly transforming world inexorably driven by the expanding volume and frontiers of knowledge. Changes are visible in universe of knowledge in general and growth of specific subjects in particular. Library and Information Science is not untouched one. Before the establishment of the Department of Library and Information Science at Gauhati University in 1966, the people from Assam and other part of North Eastern Region were going to Benaras, Calcutta, Delhi, Madras, etc. for getting Certificate, Diploma, BLibSc, MLibSc, etc. Since 1966 the brain drain from Assam got full stop as Gauhati University started BLibSc as evening course of one year duration under the leadership of Dr (Late) Jogeswar Sarma, the founder Librarian of Gauhati University Library (now K K Handiqui Library) as Head of the Department of Library Science, Gauhati University. In Assam at present Department of Library and Information Science, Gauhati University (1966); Centre of Library and Information Science, Dibrugarh University (2005); Department of Library and Information Science, Assam University, Silchar (2009); Department of Library and Information Science, Jorhat (2015); and the Study Centres of IGNOU (Guwahati, Dergaon, Golaghat, Jorhat, Dibrugarh, Lakhimpur, etc.), K K Handiqui State Open University (Guwahati), Makhan Lal Chaturvedi Open University, Periar University, Global University, NIOS, Vinayak Mission University, Mahatma Gandhi University, etc are imparting LIS education in full swing from certificate, Diploma, BLISc, MLISc, MPhil, PhD in distance mode. Radha Madhab College (R M College, Silchar, Assam has also conducted a number of certificate courses in Library and Information Science, which are found to be very useful for the lower category posts.*

All the LIS schools are following independent course curricula with diverse degrees without keeping balance between theory and practice. If the uniform LIS education will not be given due importance in coming days, it will be very difficult to produce quality librarians. In that case we cannot think of having a good/quality library and good

nation. It is high time that LIS education should be given importance at national level by adopting uniform syllabus and curriculum along with same duration of course throughout the country with same nomenclature, and then only we can say that we are imparting LIS education in right perspective in the era of Credit and Grading System, i.e. CBCS. If same course, same syllabus and same duration for a particular course will be applied and adopted by all LIS schools of the country, then only one's credit can be transferred from one school to another school and more over one can think of introducing Value Added Courses for an individual student. At present a few LIS schools are providing value added courses, which is of no use when Choice Based Credit and Grading Systems (CBCS) are taken into account.

Various issues like academic, management, technological, legal perspectives, balancing of theory and practice, research, urgent need of National Accreditation Agency for LIS, and globalization of education, etc. are the need of hours in changing environment. It may be mentioned that both learners/students as well as teachers must be conversant with the changing trends due to explosion of literature, technology and other similar activities. For that we have to highlight on whether we are prepared to accept the new challenges or not; whether the present course curriculum are relevant and compatible with the social change or not; whether it will serve the interest of common people or not. There are several questions coming to our mind regarding LIS education in Assam in general and India in particular.

This paper will throw light on such type of activities in detail, so that LIS education can be imparted in right direction to right students/learners by right teachers in the days to come.

***Keywords** : Assam, LIS Education, LIS Schools, CBCS, Uniform Syllabus, Nomenclature of LIS courses, ICT.*

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MT - 01 - 04

POST 50 YEARS OF LIS DEPARTMENTS IN EASTERN INDIA : AN OVERVIEW

Paromita Debnath[1]

***Abstract :** Information and knowledge are influencing every sphere of our life. Our education system has also rejuvenated. Earlier notes based teaching learning method has been replaced by the library oriented self motivated teaching method. Now-a-days students spend notable time in library to get through the whole topic more elaborately. This attitude mainly boosted up the need of LIS education to give better well organized efficient LIS service for the users. In India, Library Science field has been emerged in 20th century through the rapid growth of social, economic and cultural development. Library Science is now being considered as a separate discipline in the universe of knowledge. Nos. of LIS schools are being increased day by day. In India, LIS education has its century old history. Basic structure and framework have been modified time to time with societal need. It has been noticed that the foundation of LIS education had been started in western region in India, slowly it has spread all over India. By the time India got independence, only 6 departments offered. Diploma courses in Library Science. Presently there are more than 100 universities (regular as well as distance education) that conduct various levels of LIS course.*

The paper has been discussed about the glorious achievements of LIS education in India. It emphasizes mainly the eastern and north eastern region in this purpose. As the history is concerned West Bengal has played significant role in this content. This paper has mentioned sixty four universities of four states in eastern region which are offering LIS education. Presently different levels of courses are running in different universities which are provisional for the entry at different level of LIS professional jobs. The courses are like CLIS, BLIS, MLIS, M. Phil and Ph. D. Among all of the LIS departments of eastern region only a few have celebrated the golden jubilee. The present study has mainly

focused on these LIS departments. Comparison between emerging growth and current status of these departments has been discussed. Relevance of the   curriculum has been pointed out. Some possible suggestions have been drawn for the upliftments of the profession.

Keywords : *LIS Education, LIS Departments, LIS Courses.*

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MT - 01 - 05

HISTORY AND DEVELOPMENT OF LIBRARY SCIENCE EDUCATION IN ASSAM WITH SPECIAL REFERENCE TO GAUHATI SCHOOL

Rajani Kanta Barman[1], Kukila Goswami[2]

Abstract : *In this paper gives a brief description of ancient Assam and its glorious past and describes the existence of library since the beginning of Ahom rule covering the period of 12th to 17th century. States the contribution of colonial British administration in setting up of first library in Shillong, the erstwhile capital of Assam. Describes the existence of satras and naamghars (local places of worship) with collection of manuscripts and the role played by them in spreading the messages of religious books as the services of public library. Traces the initiatives taken by the Assam Library Association (ALA) founded in 1938. Recalls with respect the efforts made by Dr. S.R. Ranganathan and Prof. P.N. Kaula while participating in 8th conference of ALA in 1964. It is because of their persuasion of education minister who agreed to start LIS School in Gauhati University. Describes the gradual development of the department from 1966 with University Librarian Dr. J. Sarma as head in-charge till 1983. Also discusses beginning of new era from 1983 when the department became a full-fledged one with Mrs. Alaka Buragohain as full-fledged Head of the Department. Also discusses the gradual development by revising the syllabus from time to time in accordance with UGC guidelines. Also discusses the modernization of the department by introducing the ICT paper in 1990s and gradual development of computer laboratory to a full-fledged one in 2000. Discusses the late beginning of Ph.D. programme in the department due to some technical problems. Discusses the initial troubles faced by some faculty members in doing Ph.D. due to lack of recognized guides in the department and compelling them to do their research under the guidance of faculties from non library science departments. Discusses the teaching trouble of the department due to shortage of full-time faculty members and taking of help from practising library professionals drawn from*

Gauhati University Library, Assam Agricultural University Library and Assam Engineering College. Throws light on selection procedures of candidates for the course and the provision of deputation for working library professionals in recognized libraries of Assam. Traces the origin of the Department of Library and Information Science, Gauhati University. Discusses different aspects involving growth at different stages. Highlights the activities of the department during the period 1966-2018 specially after 1983. Describes different LIS schools growing up during the period 1974-2018. Regrets for poor infrastructure facilities and lack of suitable faculties in some of the schools.

Keywords : LIS History, Growth and Development, Human Resource Development programme, LIS Research, Gauhati University

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MT - 01 - 06

LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA : SPECIAL REFERENCE TO CENTRAL UNIVERSITIES

Jitendra Kumar[1], Ajay Kumar Sharma[2]

Abstract : The present study is focused on the status of LIS education in central universities in India. Authors tried to find out the number of central universities providing LIS education.

To conduct this study and to collect data UGC website was visited as well as particular websites of all the central universities were also visited to find out LIS courses being offered by them.

It was found that out of 46 Central Universities only 17 universities are having LIS department. Most of the universities are awarding B.L.I.Sc., M.L.I.Sc., M.Phil, and Ph.D. degree.

This paper attempts to analyze the ranking of these universities in National Institutional Ranking Framework (NIRF). This ranking is done on the basis of infrastructure, facilities, research activities etc. of the university. Out of 17 Central Universities offering LIS courses only 07 universities are under the top 100 universities in India out of which 3 universities are in top 10 universities.

Authors also observed that only a few universities conducting LIS education are providing information about their curricula, faculties profile, paper taught by them. Most of them are also not provided the detail of research scholars in their website.

Keywords : LIS education, LIS courses, Central University, India

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MT- 2 GENERAL CONSIDERATIONS

MT - 02 - 01

MEASURING OF LIBRARY AND INFORMATION SCIENCE EDUCATION IN UNIVERSITIES WITH RESPECT TO NORTH EAST REGION IN INDIA THROUGH WEBSITE ANALYSIS

Bikramaditya Barman[1], Gouri Sankar Karmakar[2]

Abstract : *Libraries are important social agencies for the growth and development of modern-day society. The significance of their part is, as a rule, progressing step by step. Keeping in mind the end goal to satisfy the desire, libraries must be produced along legitimate lines. The Library preparing can assume an imperative part in this perspective. Truth be told the condition of libraries in a nation reflects to some degree the nature of preparing accessible and reached out with sufficient preparing framework and showing helps and strategies. An endeavour is made here to grasp in a word the advancement of library science training in North East India since the start.*

Today quick changes are going on in Library Environment. The dividers of Library are offering approach to electronic conditions, the LIS Teachers and Professionals ought to be familiar with various abilities. Information innovation is the advanced study of gathering, upgrading, handling and conveying wanted kinds of data in a particular domain. In

Present System of Education, Information Technology is utilized for correspondence among understudy and educator, in which diverse techno specialized gadgets like PC, Internet and PCs are being utilized to make assortment of learning situations.

Due to in overload of information library and information centers have important role to play in the information society. LIS education can develop the well trained human resource to handle the situation effectively. Library and information science education in India is presently offered at different levels like Certificate, Diploma, Bachelor's Degree, Master's Degree, M.Phil., Ph. D. The Certificate and Diploma courses are offered at Under Graduate level and from Bachelor's Degree in Library and Information Science (BLIS) to Ph.D are offered by most of the Post-Graduate departments attached to the Universities. This paper only considers the names of the Universities such as Gauhati University, North Eastern Hill University, Manipur University, Mizoram University, Tripura University, Dibrugarh University (Center for Library & Information Studies), D.S.College, (Affiliated to Sikkim University), Assam University. The main objective of this is study to know the highest human resource as well as the highest institution among the north east region. This paper also highlighted the different levels of LIS education into North East Region.

Keywords : LIS Education, North East Region, India

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MT- 3 INFRASTRUCTURE REQUIREMENTS

MT - 03 - 01

LIS EDUCATION & RESEARCH IN WEST BENGAL : AN APPRAISAL AND APPROACH FOR QUALITATIVE DEVELOPMENT

Milan Kumar Sarkar[1], S B Banerjee[2]

Purpose : The purpose of this study is to unfold and to assess the trends and state of Library and Information Science education and research in the universities of West Bengal. The study aims to: i). make an overview of the status of Library and information science education and research; ii).trace the constraints, efficacies and the new directions for the Library and Information Science education and research in the State.

Methodology : The main sources of data or information are primary as well as secondary. Most of the data was collected from University News and from different journals and periodicals published on Library and Information science, university websites, personal interviews and other sources. Some updated data had also been collected from nine universities of West Bengal, viz. Calcutta University, Jadavpur University, Burdwan University, Vidyasagar University, Rabindra Bharati University, Kalayani University. North Bengal University, University of Gour Banga and Netaji Subhas Open University.

Findings : It starts with a short history of Library and Information Science education and research in India in general and West Bengal in particular. It describes the state-of-the-art of LIS education and research in Universities of West Bengal, analyses the course content, infrastructure, research activities and suggests for innovative methods and

standards to meet the present and future demands of new economic society. The findings of this study may be helpful to fill up knowledge gap on the area. It may help to diagnose the problems and to mark the achievements in this field. The outcome may lead to find right direction for LIS education and research. Proper planning, implementing, monitoring and evaluation of Library and information science education and research programmes may be done based on the findings of this study.

Originality : *This study is the original research conducted on the basis of primary data collected through questionnaires and also on the basis of other sources. This study is a modest attempt, but a firm step in the right direction. Side by side this study will help find way to establish quality control in LIS schools.*

Keywords : *LIS Education, LIS Research, Infrastructure, Research output, Infrastructure, Doctoral theses, Quality of LIS Education and Research, West Bengal*

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ROLE OF OPEN ACCESS RESOURCES IN LIS EDUCATION AND RESEARCH

Karan Kumar[1]

Abstract : *It is an attempt to show how open access resources can be useful to the LIS community at different levels of education. How open access literature can be useful to a researcher of LIS and to the students registered for certificate, diploma, bachelors and masters programmes. Other related aspects have been discussed in details, such as directory of open access journals, courseware, digital repository, and the directory of digital repositories and other important aspects related to these. It is observed that all categories of professionals (researchers, teachers and students) are prospective beneficiaries of open access resources. There have been tremendous developments in education, level and mode of education, curriculum etc. The information communication technology (ICT) seems to play a major role in the healthy transformation of the education system at present in India and worldwide. And it is a known fact that library and library resources act a cardinal role in the education system. Open access initiative emerged as movement which supported scholarly communication. The very first motive of open access movement was to enhance the scholarly communication, but with time, its scope was extended. It took shape of many other phenomena and products, which enhances to quality of education and scholarship. This paper is not only useful to get information on journals to just read but also people may know the journals for publishing their prospective research articles. This is only one aspect of open access resources. Now, there are a number of digital libraries, institutional repositories and digital repositories on specific disciplines. These all kind of repositories could be very useful to the researchers and academics of LIS. This paper throws light on such repositories also. There are huge amount of open access literature available which are free and scholarly in nature. It is the responsibility of library professionals to raise awareness about the open access resources to the academic community. Most importantly, these resources can serve the informational and educational needs of professionals in LIS.*

Keywords : *Library & Information Science (LIS), Open Access Literature, Digital Repository, Courseware, Open Access Journals, Open Educational Resources (OER).*

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MT- 4 CURRICULUM DESIGN, DEVELOPMENT AND EVALUATION PAPER

MT - 04 - 01

STRATEGIC DEVELOPMENT OF LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA : AN OVERVIEW OF THE INTEGRATED MLIS COURSE RECENTLY INTRODUCED BY THE UNIVERSITY OF BURDWAN

Samayita Dutta[1]

Abstract : Library and information science education is changing over time by extending the field of research in various dimensions of the study. Several committees have been set up to reshaping the subject idea and modernizing the syllabus. The courses such as certificate courses, BLIS, MLIS, Integrated MLIS, Diploma in Library and Information Science, Post Graduate Diploma in Library and Information Science, M. Phil, and PhD courses are being offered in the colleges and Universities in India. The first certificate course in Library and Information Science was conducted by Madras Library Association in the year of 1929. The post graduate diploma course was introduced by the Madras University, Banaras Hindu University, Bombay University, and University of Calcutta in the year of 1937, 1941, 1943 and 1945 respectively. Delhi University started the post graduate diploma course in the year of 1947. The advisory committee under the chairmanship of S.R Ranganathan was appointed in the year of 1960 to standardize the curriculum; Curriculum Development Committee (CDC) under the chairmanship of Prof. P.N Kaula for revision, modification of the curriculum; Karisiddappa Committee under the chairmanship of Prof. C. R. Karisiddappa for redesigning, suggestion and overall evaluation of the curriculum. These efforts have been undertaken in developing & modernizing the LIS education with the changing needs and technological advancements. The growth of LIS education was recognized significantly during the 1960s. The change in the content of the syllabus and inclusion of information science as a subject was required for the setting up of the information centers, documentation centers during the 1970s. Karisiddappa Committee (2001) suggested for the introduction of the integrated course of MLIS and draw attention on the infrastructural requirement and the course structure, credit requirement, teaching hours etc for the development of the integrated course. This study exhibit the advantages of 2 year integrated courses and specially highlighted the open courses recently adopted by The University of Burdwan.

Keywords : Library and Information Science education, MLIS Curriculum, Integrated MLIS Curriculum, LIS Curriculum, Open course.

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MT - 04 - 02

STUDENTS' ATTITUDE TOWARDS CBCS IN THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE OF THE UNIVERSITY OF KALYANI

Sibsankar Jana[1], Anusua Bose[2]

Abstract : *This paper tried to describe Choice Based Credit System (CBCS) in brief. The present work is basically a pilot study among the students of MLIS of University of Kalyani and students of other departments those who took LIS as CBCS subject in University of Kalyani. The main objective of this study was to know the satisfaction level about the choice of CBCS subject, teachers' effort in teaching the CBCS subject, matching between course covered in class and actual syllabus, and course content of CBCS subject. Besides the above, the other objectives are that to know the agreement level on the opinion 'getting opportunity of CBCS in each semester', appropriateness of CBCS in the Indian education system, and provision of online course as CBCS subject having equivalent credit. These all opinions and agreements options have been compared based on the factors gender, percentage of marks in 1st semester and CBCS subject.*

A survey was conducted by distributing questionnaire among 50 students in which 15 are from the Department of Library and Information Science and remaining 35 students from other departments of the University of Kalyani. Only 46 responses are received through their filled-in questionnaires. In the present study, 14 null hypotheses (reverse to this null hypotheses are alternative hypotheses) are formulated about the satisfaction levels and opinion's agreement levels with respect to gender, percentage of marks in 1st semester, CBCS subject and in general perspective.

After analysis the data, it is found that 76% students in their CBCS subject, 67% students in 'teachers' effort in CBCS class', 41% students in 'course covered in comparison to curriculum' and 48% students in 'course contents of CBCS subject' are satisfied or highly satisfied irrespective of other factors like gender, percentage of marks in 1st semester and CBCS subjects. Again, it is also found that 17% students are in the opinion of 'There should be another opportunity to CBCS subject in each semester', 35% students are in the opinion of 'The CBCS is appropriate for the betterment of education in our Indian education system' and 59% students are in the opinion of 'The University must have the option for completing online course as CBCS subject having equivalent credits. In these case they are either agreed or strongly agreed irrespective of other factors.

Keywords : *Credit Based Choice System, CBCS Curriculum, LIS education, University of Kalyani*

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MT - 04 - 03

TREND OF B.LIB.I.SC CURRICULUM : A CASE STUDY IN VIDYASAGAR UNIVERSITY

Pijush Kanti Jana[1], Sudeshna Panda[2]

Abstract : *The Vidyasagar University started its actual journey in July, 1985. Post graduate courses were started in 1986 with just six postgraduate departments and Department of Library and Information Science was one of them. An attempt has been made in this paper to find out the changes of the syllabus of Bachelor of Library and Information Science course of Vidyasagar University from different angles from the year 1986 to 1988. On the basis of the revision of the syllabus there are four phases in the evolutionary process of the syllabus and which are - Phase I (1985-86 to 1986-87), Phase II (1987-88 to 1991-92), Phase III (1992-93 to 2007-08) and Phase IV (2008-09 to 2017-18). The semester system has been introduced in the syllabus from Phase IV. This paper shows that the total marks for the papers of the syllabus have been confined to 800 marks throughout the period. Again, except in case of third phase, there are eight papers having 800 marks. But in the third phase there are nine papers and distribution of marks for theoretical papers and practical papers are 75 and 100 respectively. Introduction of sessional works or internal assessment has been found in last three phases. The concept of 'Field Study' or 'Field Survey' has been found throughout the period except in Phase III. The paper "Library Administration/ Management" has been introduced in the syllabus in Phase II though various topics of the subject has been covered in three special papers in Phase I and these special papers have not been found from Phase II. Universal Decimal Classification, International Medium Edition, English Text, Edition 2 has been introduced in the syllabus from Phase IV in place of Colon Classification, Seventh Edition and Dewey Decimal Classification, 23rd Edition has been introduced in the syllabus from the session 2012-13 in place of its 19th Edition. Introduction of Library Automation paper has been found in the syllabus from Phase III and MARC 21 (Practice) has been introduced in the syllabus in Phase IV. So, trend of changes of the syllabus either from its number of papers, terminological changes of the name of the subjects or inclusion or exclusion of the subjects during this period has been depicted in the paper. Again, a brief discussion on the changes of topics in different subjects has also been highlighted in this paper. It has been found that inclusion of ICT components in different subjects has gradually increased from phase to phase of the revision of the syllabus along with current topics on the subject.*

Keywords *: B.Lib.I.Sc. Course, Curriculum, Vidyasagar University*

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EVALUATION THE ICT COMPONENTS IN MLIS CURRICULUM IN NORTH EAST INDIA : A STUDY

Sangita Sarkar[1], Himanish Roy[2], Sourav Mazumder[3]

Abstract : Purpose : The present paper analyses thecurrent status of MLIS education program in the universities of North-East India. The main focus of the study is to assess the Information Communication Technology (ICT) components in the MLIS curriculum in the universities of North East India. The ICT components are recognized spaciously in the curriculum with the help of University Grants Commission's (India) Model Curriculum report. An attempt has been made in this paper to emphasize how the Department of Library and Information Science in the universities of North East (NE) India introduced ICT in the MLIS curricula and inculcate the rigid knowledge of ICT in practice which will help the learners to work in a modern library system.

Methodology : Basically, this study has been conducted on those universities which offer MLIS program and it was found that total eight universities are imparted with MLIS program. The primary information was taken from the website of the universities. Further, personal contact was made with the Department of Library and Information Science of the universities for more detailed information through e-mail, social networks, and the telephone. This study is circumscribed with ICT components in MLIS curriculum of the universities of NE India.

Findings : This paper reveals that almost all the eight universities cover all the ICT components in their syllabus as per semester. The eight universities are: Assam University; Dibrugarh University; Gauhati University; Manipur University; North Eastern Hill University; University of Science & Technology Meghalaya; Mizoram University; and Tripura University. Some of the universities follow CBCS curricula and six out of eight universities have Open Elective Papers related to ICT components.

Originality : Information Communication Technology has become a prominent asset in all the academic field and LIS education is no exception to it. Due to IT era, LIS schools are trying to adopt and use the ICT application in their curricula. This study displays the importance of ICT in LIS curricula and it can be stated how students of each university are learning the ICT components theoretically and practically.

Keywords : LIS Education*,* CBCS, MLIS curriculum, ICT, North East India.

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MT - 05 - 01

INTERNSHIP OF LIS STUDENTS : A CASE STUDY OF JADAVPUR UNIVERSITY

Debashish Mukherjee[1], Udayan Bhattacharya[2]

Abstract : *Internship is the practical working experiential training of a student before starting his career. It is common practice in the fields of Medical Science, Engineering, Accounting, Social Work, Law, etc. The developed countries first introduced this programme in LIS field. In the third world countries such programmes are now being implemented. The value of internship as a form of experiential learning in library and information science education has been debated for many years in India. The internship programme was introduced by the Department of Library and Information Science, Jadavpur University, Kolkata, in collaboration with Central Library of the university in 2011 for BLIS students. Initially the tenure of internship was three months. Later the time period was enhanced to six month and the MLIS students were also involved in the programme. Altogether 376 students have been benefited through this programme during 2011-2018. Among them, 336 have been BLIS students and 40 have been MLIS students. The participants were sent to various sections of the Central Library, departmental libraries and Salt Lake campus library of the university, for the experiential learning. During the period of study, 78% of interns were trained at Central Library, 15% at various departmental libraries and 7% at the Salt Lake campus library. They learnt various techniques of internal working as well as the technique of handling the user with a smiling face. The programme provided 58.78% back end job training and 41.22% front desk training. It has been observed that the students who participate in this programme achieve a better understanding of the professional jobs and are able to better link theory with practice. Thus the programme has been found to be quite beneficial to the trainees. In view of this it has been suggested that positive steps should be taken at the Government level and from UGC side, to encourage other LIS schools, which have not yet introduced such programme, to do so.*

Keywords : LIS Education, LIS Students, Internship, Experiential Learning

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MT - 05 - 02

CREDIBILITY OF DIFFERENT TEACHING METHODS IN THE EYES OF LIS STUDENTS AND STUDENTS OF OTHER DISCIPLINES OF RABINDRA BHARATI UNIVERSITY: A COMPARATIVE STUDY

Snigdha Naskar[1], Sutapa Paul[2]

Abstract : Purpose : *The main purpose of the study was to know how the students thought, responded and reacted to different innovative teaching learning methods and what kinds of teaching learning method they preferred.*

Objectives : *The main objectives of the study were [1] to identify different teaching learning methods in LIS and other social science, humanities and performing arts disciplines, and [2] to identify popular or acceptable teaching methods among the students of LIS.*

Scope and Coverage : *The study is based on the feedback taken from Rabindra Bharati University students only.*

Methodology *: twenty types of different teaching learning method were identified such as lecture, group discussion, quizzing, debate; assignment based teaching, open text book study, teaching using social networking, etc. On the basis of this a structured questionnaire was formulated and distributed among the students of different academic departments of Rabindra Bharati University, viz., Political Science, History, Geography, Mass communication, Economics, Bengali, English, Hindi, Sanskrit, Philosophy, Education, Dance, Drama, Sculpture, and Applied Arts. Out of 500 questionnaires distributed, 38 filled-in questionnaires from LIS students and 238 filled-in questionnaires from the students of other subjects were received. The data so received were tabulated, and analysed to arrive at the findings.*

Findings : *Class lectures, teaching with equipments, electronic media and diagrams, tables, etc., provision of study materials and details of reference sources by teachers were found to be very useful methods by majority of LIS students as well as those of other disciplines, while class discussions method, quizzing, group discussion, formal and informal debates, teaching with chalkboards, teaching through video conferencing and using social media were found to be useful by both the groups.*

Key Words *: LIS Teaching Methods, Class Lectures, Quizzing, Group Discussion, Audio-visual Teaching*

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LIS EDUCATION IN INDIA : TEACHERS AND TEACHING METHODS IN THE DIGITAL ERA

Pulak Saha[1]

Abstract : *Based on data collected from twenty LIS schools in the country, the paper discusses the qualification, experience and skills required for becoming a successful LIS teacher. It also stresses the need for updating the knowledge and skills by a teacher and use of modern teaching methods such as assignments and projects, symposia/colloquia, etc., which are suitable for teaching in new environment. As the subject is practice oriented one, the need for practical training and apprenticeship has also been emphasised. Finally, the problems of LIS education in India have been highlighted and the methods to solve these problems have been suggested.*

Keywords: *LIS Education, LIS Teachers, LIS Teaching Methods*

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MT – 6 : OPEN AND DISTANCE LEARNING (ODL) IN LIS

LIBRARY AND INFORMATION SCIENCE ONLINE COURSES ON SWAYAM : AN APPRAISAL

Abhijit Chakrabarti[1], Sukanta Maji[2]

Abstract :

Introduction : SWAYAM is an Indian MOOCs portal which offers scheduled and self-paced courses on many major and minor disciplines free of cost to any one at anytime and anywhere. It was developed in the year of 2016 by the Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE) taking the help of Microsoft. The paper presents an appraisal regarding Library and Information Science (LIS) courses available on SWAYAM platform with their core features like level, duration, faculties, credit, delivery mode, host institution, enrolment etc. of the course

Objective : The objective of this paper is to acquaint with the LIS courses available on SWAYAM platform.

Methodology : To collect information, the website of SWAYAM has been utilized and relevant information has been recorded according to the aforementioned objective and it has been presented in the tabular form.

Scope and Coverage : At the time of data mining total twenty-four LIS online courses have been indexed under the subject heading - "Library and Information Science".

Findings : In the category of current courses on LIS, Information and Library Network (INFLIBNET) is in the leading position compared to other host institutions. Library Automation and Digitisation course received the highest number of enrolment. In the category of past courses on Library and Information Science, Advertising and Public Relations course received the highest number of enrolment and the Library Automation and Digitisation course was in the second position. Like the host institutions of the current courses, Information and Library Network is in the leading spot in the category of past courses also, followed by Indira Gandhi National Open University (IGNOU), Indian Statistical Institute (ISI) and Jamia Milia Islamia. At last some suggestions have been enumerated for critical understanding of these courses. The ever increasing enrolment shows the popularity of SWAYAM and it will reach a new height in the domain of MOOCs.

Keywords : Online Course, SWAYAM, MOOC, E-learning, LIS Education.

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SELF-LEARNING PRINT MATERIALS OF BACHELOR OF LIBRARY AND INFORMATION SCIENCE COURSE IN NSOU : A STUDY

Dipshikha Mukherjee[1]

Abstract : Purpose : *Distance education is quite popular mode of non-formal education which focuses on equal access for educational opportunities which make learning more attractive interactive and student centered. The distance education in Bachelors of Library and Information Science (BLISc) Course in Subhas Open University (NSOU) provides different media of learning materials such as print materials, audio visuals sessions to the learners. In this paper only Self learning print materials(SLM) have been considered. The SLM of NSOU in BLISC programme is divided into two parts: Access devices and Transaction of content. Here only the access device of the material has been taken into account. The purpose of this paper is to discuss the access devices of the self-learning materials of NSOU BLISc course. It is also intended to investigate the presentation format; find-out any inconsistency in the access devices among different papers and provide relevant suggestions which can be treated as feedback for the quality improvement of the SLM of BLISc course in NSOU.*

Design / Methodology / Approach : *This study is descriptive in nature. The NSOU BLISc print materials have been taken for the detailed analysis. From paper V to paper VIII of NSOU BLISc course have been discussed in this article. Since the study materials from paper I to paper IV are not available for download from the website, discussion on the same could not be included here. This study has been conducted on the basis of observations. The data has been collected from these print materials.*

Findings : *This paper highlights how different parts of the access devices of NSOU BLISc print materials have been presented, what are the possible improvement areas and some suggestions on the changes that could help to improve the quality of the print materials.*

Originality / Value : *This paper provides few suggestions on how to improve the quality of the print materials of NSOU BLISc course. These suggestions can be perceived as few feedbacks to the authors and instructors who have designed the course. This quality improvement will help learners to learn from the study materials more effectively and in a more structured way.*

Keywords : *Distance Education, NSOU, Library & Information Science, BLISc Course, Self-learning, Print Materials, Access Device.*

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BIGBLUEBUTTON : AN EMERGING TOOL FOR ENHANCING THE LEARNERS' ENGAGEMENT IN DIGITAL LEARNING ENVIRONMENT

Md Ajimuddin SK[1], Sibsankar Jana[2], Md Azizur Rahman[3]

Abstract : *Nowadays with the development of digital technologies the education systems become more easy and authentic. The delivery of educational resources became widespread through the web. In this regards the real-time live classroom is the need and demand of the time to make the education system more interactive, collaborative as well as motivative to the learning community. The live classroom is a video or audio conferencing based classroom in the web environment. The live classroom allows the geographically distributed learners to receive live class feed, interact with the instructors or others by asking questions or by giving feedback through web based audio or video conferencing. The present live classroom has been designed by using BigBlueButton in the interactive digital learning environment. BigBlueButton is an open source web conferencing or virtual communication tool for digital learning environment. It facilitates the instructors to make online live sessions, virtual office hours, individual interaction or group collaboration with the distributed learners in a real-time manner in 24X7 modes. In this BigBlueButton based live classroom the moderators can organize class through video conferencing and the learners can join the programme by sharing their webcam at the same time. It also facilitates upload presentation (.pd or MS office document). The participants can annotate the slides, zoom, pen and mouse pointer, the learning community can interact with each other through public and private chat platform. In this platform the learners can use the multi-user interactive whiteboard and can annotate the key parts of the uploaded presentation. The moderators can place the learners into breakout rooms, if the conference has multiple attendees. It also allows the instructors or the learners to record their required session for future, to set up close captioning for the hearing impaired learners, to enable instructors to share their desktop to the learners etc. The present study demonstrated with illustrative examples how the BigBlueButton can enhance the engagement level of the learners of Integrated MLIS(IMLIS) course in the digital learning environment.*

Keywords : *BigBlueButton, Digital Learning, Live Classroom, Web Conferencing,Virtual classroom.*

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MT - 06 - 04

LEARNER SUPPORT SERVICES IN LIS EDUCATION THROUGH ODL IN NSOU AND IGNOU: A COMPARATIVE STUDY

Sayani Mukherjee[1]

Abstract : *Open and Distance Learning (ODL) is presently not an option but it has become a compulsion in India. In this mode of education learner support facilities are performing pivotal role in teaching-learning-evaluation process. Learner support has been defined as the resources that learners can access in order to carry out the learning processes. The learner support system comprises a range of human and non-human resources to guide and facilitate the educational transaction. The present study centres round on the comparative study of learner support services (LSS) in LIS education through the ODL mode offered by two open university: (1) Indira Gandhi National Open University (IGNOU), the national open university of our country; and (2) Netaji Subhas Open University (NSOU), the state open university of West Bengal. The study begins with the discussion on the concept of the ODL in terms of its basic principles and it is followed by the processes associated with the development of LIS courses along with the comparison of BLIS and MLIS syllabi of IGNOU and NSOU. Organisation of different types of learner support services (LSS) offered by the IGNOU and NSOU for their LIS learners are compared with reference to their publicity and promotional initiatives for the LIS programmes, learners' query services, introduction-cum-orientation programme, academic calendar, study centres, delivery of instructions, Personal Contact Programme (PCP), Students' Response Sheet (SRS), and staff training for professional development. Use of ICT tools and services in the LSS are also discussed. Quality assurance in the LSS has been emphasized. The study concludes that there are some lackings in the delivery of LSS for LIS learners by the IGNOU and NSOU. Still IGNOU's standing is far better than NSOU in view of its adoption all the components of the LSS for its BLIS and MLIS programmes. Both the universities need to make deliberate effort to improve various forms of interactivity and support to learners, particularly through the use of Web 2.0 technologies and adoption of multimedia approaches. The study also concludes that learners should be motivated more to use of OER and to undergo the BLIS and MLIS courses offered under Swayam, a MOOCs platform with the provision of credit transfer as envisaged by the UGC.*

Keywords : *ODL, OLM, Distance Teaching, Open Learning, Correspondence Education, Learner Support Services, Self-Learning Material, Personal Contact Programme, LIS Education*

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MT - 7 : LIBRARY AND INFORMATION RESEARCH

MT - 07 - 01

TRENDS OF LIS RESEARCH : INDIAN AND INTERNATIONAL SCENARIO

Arjun Dasgupta[1]

Abstract : *Library and Information science, which is a part and parcel of social sciences, refer to those field of learning and research that involves man with his culture and his relationship with his environment. In library and information science research, new and varied types of methodologies gradually emerged which helped the researcher to gather valid and reliable data. The present paper covers both national and international trends in LIS research. It mentions the situation prevailing in USA, UK, Australia, China and a few other countries of the world and refers to the problems of qualitative as well as quantitative approaches in these countries. It also enumerates a few original research articles published between 2013 and 2018. While dealing with the Indian situations the paper mentions about the theses awarded to the research scholars between 1957 to 2008 and also shows 'state-wise' analysis of degrees awarded in LIS during the same period. It further demonstrates the research trends between 2009and 2012 along with the specific subjects covered during the period. At the end, taking examples from the articles published in a peer-reviewed quarterly journal of LIS, it cites the subject areas covered by various authors during 2011 to 2017.*

Keywords : *Professionalism in LIS, qualitative and quantitative methodological approaches, International and Indian trends in LIS research*

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APPLICATION ORIENTED RESEARCH AND EDUCATION IN LIS : RELEVANCE AND NEED

R. Raman Nair[1], M. Jayapradeep[2]

Abstract : The emergence of Information and Communication Technologies (ICT) have brought revolutionary changes in the society, pitching for advancements in all walks of the life. Vis-à-vis ICT has provided hitherto unimagined strength to the library profession also with respect to information organization, conservation, management, dissemination and such other professional activities. But these revolutionary upsurges have not been attended or absorbed into the research and education sub sectors of Library and Information Science, like in other subject fields which are vigorously engaged in informatics related R & D in their specific areas of activity. This absorption makes them capable of managing information and knowledge and delivering services effectively. LIS profession is widely considered sine qua non for knowledge and information management and for marching towards a developed society and a sustaining society based on information and knowledge. The prevailing trends in the Indian LIS academic sector act as a pulling force instead of pushing force in enhancing knowledge sector and in making LIS a relevant sector in accordance with the pulse of the time. The time demands that the LIS research and education fields should evolve sensible approaches on what need to be taken up for research and how it stand in comparison with those of other fields exploring similar questions. The LIS education sector needs major revamping. LIS curriculum needs constant revisions with inclusion of ICT tools for information management. The divide between the practicing professionals and teaching professionals is one of the most prominent issues in the Indian universities which shall make the library profession a stagnant cesspool without any flow or current of modernism. Libraries are the laboratory for the practicing LIS students and professionals. In India, an unnecessary divide is created between practicing librarians in the libraries and teaching librarians in the department or schools of the universities. This divide is not seen in other sectors and in agencies like ICAR, a scientist is a teacher, a scientist developing technologies in lab and also an extensionist and their duties are interchangeable and there is no water tight compartment as seen in LIS profession. As far as LIS students and professionals are concerned, what is learnt is not practiceable and what is practiced is not learnt. Changes should come from the profession within. The university library or the college library should be the Department of LIS in a university or college and the university librarian or the college librarian should be the HoD of the LIS department in a university or a college and the library should be the laboratory for the students to practice and learn the ABCs of the profession. For highlighting these issues, the paper presents a case study of an innovative LIS research centre established with such objectives in MG University, Kerala. The paper also vindicates the problems of Indian LIS Research, suggests some solutions and invites further brainstorming, discussions and consensuses on the issue.

Keywords : LIS Education, LIS Research

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MT - 07 - 03

TRENDS OF RESEARCH ACTIVITIES CARRIED OUT BY THE PROFESSIONALS OF LIBRARY AND INFORMATION SCIENCE: A BIBLIOMETRIC STUDY

Sanku Bilas Roy[1], Abhijit Mukhopadhyay[2]

Abstract : Purpose *: The study is undertaken in order to know the research activities performed by the library and information science professionals with the aid of bibliometric analysis. More specifically, the main objectives of our study deal with subject-wise distribution of research papers, geographical distribution of research activities, authorship patterns and chronological distribution of papers.*

Methodology *: Research papers published in the five UGC approved journals during 2013-2017 were collected. The journals were Annals of Library and Information Studies, IASLIC Bulletin, Library Herald, DESIDOC Journal of Library and Information Technology, and SRELS Journals of Information Management. In all 968 articles were scanned from 120 volumes of the journals under study. The year of publication, number of authors, affiliation of authors, etc were noted down and put to MS-Excel for analysis. A quantitave methodology has been followed using exel format and statistical indicators for better analysis.*

Findings *: 'Bibliometric study' occupied the most thrust area (25.41% papers) of research among all sub-disciplines of LIS domain. The 'Library and ICT' with 17.56% papers placed second, followed by 'Use and Users study' with 15.9% papers respectively. New Delhi (19.14%) attained the first rank in state-wise analysis of research contributions. Goa contributed the lowest number of papers i.e. 1 (0.12%) only. Among foreign countries highest numbers of papers (34) were contributed from Nigeria which is 3.51 % of the total papers. The trend towards collaborative research is found. The study of authorship pattern shows dominance of two-authored papers (47.52%). The degree of collaboration in the present case is 0.64. A Chi-square test is applied for the fitness of Lotka's law, which shows that the result obtained in this study has no conformity with the Lotka's law of author productivity. The dominancy of male researchers (70%) is very much prominent. Among all the authors K C Garg has contributed maximum 13 articles, followed by K P Singh with 9 papers only. The highest number of papers (21.28%) was published in the year 2015 and the lowest number of papers (18%) was published in the year 2017 as well.*

Originality : *So far no such study on trends of research activities by LIS professionals on the basis of UGC-approved journals has been done.*

Keywords : *LIS Research, Bibliometric study, Lotka's law, Chi-square test*

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MT - 8 : QUALITY ASSURANCE AND ACCREDITATION OF LIS SCHOOLS AND COURSES

MT - 08 - 01

REQUIRED NEW AGE PROFESSIONAL SKILLS VIS-A-VIS EXITING LIS CURRICULAM IN INDIA

Anasua Ghosh Bag[1]

Abstract : Due to advancement in technology, various new library and information (LI) related job posts and employment opportunities, with exotic nomenclature, are gradually coming up. These novel job posts are laden with ingenious responsibilities and job roles, which are different from those of a traditional librarian. LI professionals are now required to be equipped with advanced skills and competencies to meet the challenges brought by the changing work environment. The paper tries to find out the newly emerging LI job opportunities as well as the skills and competencies required to serve in such new job posts. For this, job advertisements of novel and innovative job posts were extracted from LIS Links, (a library job portal), from 2012 to 2018 (till date). The advertisements were studied thoroughly to extract the key skills which can define the current job trend and the skills and competencies required by LI professionals to serve in those newly emerging job posts. The paper then tries to find out how far the prevailing LIS education system is conducive to the LI professionals bagging the newly looming library job posts in India. For this, LIS curriculum structures of twelve acclaimed universities, selected from different parts of India have been examined to identify the key skills supposed to be gained by students of the concerned LIS schools. It is found that most of the advanced and disparate skills required for successfully working in today's novel job posts are not fully incorporated in the LIS curricula. Measures have been suggested for overcoming this lacuna. Finally, it is pointed out that for the survival of the LIS profession in the changing scenario, restructuring of syllabi is urgently required.

Keywords : LI Professional, Job, Skill Requirement

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MT - 9 : COMPARATIVE LIS EDUCATION AND RESEARCH

MT - 09 - 01

ROLE OF IFLA IN LIS EDUCATION

Susmita Chakraborty[1]

Abstract : Introduction: Founded in 1927 in Edinburgh, Scotland, United Kingdom at an international conference, The International Federation of Library Associations and Institutions (IFLA) is the premier body providing an umbrella over the national and regional LIS associations. It is considered as the global voice of our profession. The headquarters of IFLA is provided by and in Hague, in the National Library of the Netherlands. It has more than 1,400 Members in over 140 countries[1] around the world.

*Objective: This paper traces the association of IFLA and LIS Education. The **objective** of this paper is to find out relevant nooks and corners, sections and SIGs, activities and resources and all other things that might prove beneficial for the stakeholders of the LIS education sector.*

Methodology: Method used follows these steps: 1) devising some zones or categories for easing the search, 2) minute study of each zone or category to identify the element that has some relevance to LIS education, 3) accumulating all possible information about that element, and 4) presenting the finding in a concise and comprehensive way. There is also involved the personal observation and experience factor. One decade of relationship with IFLA has provided some insights into how IFLA works.

Result and findings: It has been found that IFLA Statues has emphasized on a strong emphasis on LIS education and training. A stress on LIS education and training support is pivotal to the ideology of IFLA. Beside this, there are sections in IFLA that are devoted to the support of LIS education and training. IFLA Sections like Section on Education and Training and Section on Continuing Professional Development and Workplace Learning are working steadfastly on this issue. Research in this sector is of crucial importance. There is existence of diverse and irregular pattern in the global growth of LIS education. Research is of understand and map the global pattern of LIS education. A research group has been formed to assess this research problem. Global Research group 'Building Stronger LIS Education' (BSLISE) is a comparatively recent phenomenon. BSLISE is composed of IFLA activists from SET, LTR and other IFLA sections. BSLISE has already published white paper on the basis of worldwide survey on LIS sector. There is significant impact of all these IFLA activities on LIS education.

Keywords: IFLA Statues, IFLA Section, SET, CPDWL, Research, BSLISE, IFLA, LIS education.

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MT - 09 - 02

PRESENT INFRASTRUCTURAL SCENARIO OF LIS EDUCATION IN UNIVERSITIES OF BANGLADESH

Md. Azizur Rahman[1], Sibsankar Jana[2], Md Ajimuddin S K[3]

Abstract : In Bangladesh, Library development started with the formation of professional Association. After overcoming so many barriers, presently different type of LIS courses are now being offered in the Government (Public) Universities & Non-Government (Private) Universities. Due to introduction of modern technologies in libraries, the library education needs revision of curriculum in length and breadth. This paper discusses the historical growth and development of LIS Education in Bangladesh along with various opportunities and challenges to overcome the limitations. At the beginning, we have mentioned the different courses of LIS education are presently offering by the public and private universities of Bangladesh. The main objective of the study was to know the present infrastructural scenario of the various LIS departments under different public and private universities of Bangladesh. This is a survey research where researchers have prepared questionnaire having structured and unstructured questions. We have carried out a survey among four public universities and ten private universities where LIS education is going on. The questions were about to know the different infrastructural components required for quality LIS education. The components include number of teachers, students, classrooms, DDC, UDC, AACR-II, computers, projectors etc. Some open questions were there in the questionnaire about any opportunities and challenges required for the development of LIS education in the departments. At the end, all the information about opportunities and challenges were identified and stated in a consolidated form. The challenges are (a) Number of teachers, practical tools and LIS documentary resources should be increased in most of the private universities. (b) Training programme, seminar, refresher course should be conducted by the LIS departments. (c) No public universities have yet started Credit Based Choice System, therefore it should be introduced in all universities. (d) Some private universities are not providing safe and drinking water, hostel facilities, so all universities need to provide the same. (e) Club, common room, association etc need to be provided in all universities.

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MT - 09 - 03

LIS EDUCATION IN SELECTED UNIVERSITIES OF WEST BENGAL : AN EVALUATIVE STUDY

Madhushree Dutta[1], Sonali Dutta[2], Hirak Samadder[3]

Abstract : Purpose: The Prime goal of LIS education is, therefore, to prepare personnel for the task of successful performance at different levels of job in different types of libraries. Library science education open out in independent India and the 1960s and 1970s witnessed its rapid growth at graduate and postgraduate level. This is the period for the development of research courses leading to PhD and MPhil degrees. The paper presents a short overview of LIS education in West Bengal. It describes the present Scenario of LIS education and evaluates its present status on the basis of UGC Model Curriculum 2001 by analysing the LIS courses, availability of faculty ratio with number of Student, infrastructural facilities etc.

Objective: The main objective of the study is evaluate existing infrastructural facilities with course and Curriculum Structure provided by the universities of West Bengal to identify the strength and weakness of the department and thereby identify the areas which are needed to be developed.

Scope and Coverage: The research restricted to a limited number of Universities in West Bengal. The universities Library and Information Science Department those are considered here is foundered before 2010 and those who are provide regular mode of education name University of Calcutta, Jadavpur University, Rabindra Bharati University, Vidyasagar University, Burdwan University, Klayani University and North Bengal University.

Methodology: Total 7 universities provide LIS education in University level, were selected as sample for analysis and rest have been done by using questionnaire methods. And this data has been evaluated on the basis of the UGC Curriculum Development Committee (2001), efforts for the improvement of quality of LIS education. these are I) Curricular structure and Course contents that only show the different levels of courses offered II) Infrastructural facilities these deals with availability of Computer Laboratory for BLISc and MLISc Students, Departmental library, traditional tools with student ration, Terminals with student ratio, Teacher student ration, Departmental publication etc.

Findings: Study reflect that all most all the universities of West Bengal have adequate infrastructure recommend by CDC 2001 but among them Jadavpur University infrastructure is much more satisfactory and Up to dated according to the recent professional need.

Key Words: LIS education, LIS curriculum, West Bengal LIS Departments, LIS Educational Infrastructure,

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MT - 09 - 04

SOCIOECONOMIC AND EDUCATIONAL BACKGROUND OF STUDENTS IN LIS EDUCATION SYSTEM: A COMPARATIVE ANALYSIS

Bibek Mahata[1], Dyuti Samanta[2]

Abstract : Purpose: *The essence of communication is intention. Actually my study explores the socioeconomic and educational background of the students of LIS field. Students are the inherent part of our society. Exploring their condition actually explores the present condition of LIS education in West Bengal.*

Design / Approach: *In this study system approach is applied on the LIS education of two universities and LIS students are considered as input of this LIS education system. However in this stud an attempt has done to compare the socioeconomic and educational background of LIS students of two different universities situated at rural and metropolitan area.*

Findings: *In this study Vidyasagar University (V.U) LIS education system is considered as a rural LIS education system and Jadavpur University (J.U) LIS education system is considered as a metropolitan LIS education system and following points have taken into consideration -1) In rural LIS education system input of the male students is in greater percentage.2) Input of the Muslim students occurs in greater percentage in rural LIS education system compare to metropolitan LIS education system. 3) Father's working status in rural area university is 'farmer' in greater percentage compare to metro area university where father's working status is mainly 'Govt. employee'. 4) Similarly graduate father of the students is more in percentage in metro area university compare to rural area university. This is very much reflecting as many fathers' working as a farmer but their son/daughter as a student or input of LIS education system is the first generation achieving higher education. 5) Input of the computer literate students is in greater percentage occur in metro area LIS education system compare to rural area LIS education system.*

Originality/Value: The input of any education system is the students. Our LIS education field is very much heterogeneous in nature when we consider the students of this field. When the system approach is applied on these LIS education system, students are becoming the centre of attraction as an input of the system. As any open system always interchange energy with the environment that's why social domain of the students is considered by taking their Socioeconomic and educational background into our study. Hope this study evoking the interest of the researchers to research in this domain.

Keywords: - Socioeconomic Background, Educational Background, LIS Student, LIS Education System

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MT - 10 : FUTURE STRATEGIES

MT - 10 - 01

WIKIPEDIA AS AN EDUCATIONAL AID FOR LIBRARY AND INFORMATION SCIENCE SUBJECT: AN ANALYSIS

Piyali Ghosh[1], Tarun Kumar Mondal[2]

Abstract : Purpose : Wikipedia, a multilingual, online free encyclopedia has now become the most popular encyclopedia. Students, teachers, researchers, librarians, businessman, and general people all use Wikipedia for their daily information needs. Wikipedia is being used as a teaching tool in schools, colleges and universities. Purpose of this paper is to evaluate the quality of Wikipedia articles in library and information science (LIS) subject which can help LIS teachers to rethink about this encyclopedia, whether it is helpful or not.

Methodology : We chose content analysis as a methodology and collected 27 LIS articles from the category 'Information genres' (one of the 12 categories of 'Information retrieval'). We have used four criteria, i.e., coverage, scope of further researches, comprehensiveness, and up-to-datedness to analyse collected articles and have used tables, pie chart and bar chart to represent the results.

Significance : Now Wikipedia is being used in different education programs and teaching purposes. So it is significant to evaluate Wikipedia as educational tool. We thought the result will be helpful for LIS professionals. LIS teachers would be able to decide whether this general encyclopaedia is helpful for their teaching purposes or not. Librarians would be able to decide whether this encyclopaedia can be used as a reference source for LIS or not.

Findings : The analysis shows that Wikipedia may become good teaching aid for LIS subject. Though some articles on Information retrieval topic are not qualitatively up to the mark, but all the articles provide huge numbers of relevant references on a given topic. The articles include references from conference proceedings and journal research papers. Some of these journals are Journal of Information Science, Journal of Documentation, Information Research, Communications of the ACM, Journal of Information Processing and Management , Ai Communications, The Wall Street Journal , etc. and many more. It also includes many good books on Information retrieval. Some of these are 'Information Retrieval Interaction' by P. Ingwersen; 'The SMART Retrieval System' by G. Salton; 'Modern Information Retrieval' by Ricardo Baeza-Yates and Berthier Ribeiro-Neto, etc. There are suitable in links and out links found in most of the articles. Therefore it was found that Wikipedia provides good scope for further research on a given topic. But some articles were found as a stub article, which needed to be rewritten.

Future research : More research should be conducted on other parts of LIS subjects to evaluate Wikipedia LIS articles, so that we can properly determine its quality.

Keywords : Wikipedia, Library and Information Science, Content Analysis

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MT - 10 - 02

IMPLEMENTATION OF WEB 2.0 TOOLS IN VARIOUS ELITE INSTITUTIONS IN INDIA : A BIRD'S EYE VIEW

Paulomi Saha[1], Anirban Dutta[2]

Abstract : The web technology has profound impact on the functioning of library and information centres across the globe. The application of Web 2.0 technologies for library resources and services led to emergence of library 2.0. This paper discusses the principles of Web 2.0 and Library 2.0 and also the application of web 2.0 technologies for the development of Library 2.0 services. The academic libraries play a key role in disseminating knowledge by aiding in the teaching, learning and research activities of the higher education institutions. The library and information services are going through a transition in the new age society. The technological developments have transformed the way people access and consume information. The adoption of Web 2.0 tools in academic libraries in India, the barriers and motivating factor of its use is investigated. These tools have intensively motivated the Library and Information Science (LIS) Professionals working in different libraries and information centres throughout the world. Nowadays, almost all LIS professionals are aware of these tools for blogging, content sharing and other activities like, online discussions etc. The present study is an assessment of LIS professionals' awareness and use of Web 2.0 tools. The study involved an exploratory survey of the use of web 2.0 tools in the academic library websites in India. The websites of 7 Universities of West Bengal, 23 Indian Institutes of Technology (IITs) and 20 Indian Institutes of Management (IIMs) were identified for the present study. The study shows the maximum use of facebook, twitter, youtube, RSS news feed, instagram in the academic library websites of IITs and IIMs.. The study also provides a demonstration of implication of RSS Management tool and personal social network creator tool. Finally, web 2.0 tools have been widely recognised as an effective mechanism of interactivity and communication. In LIS education the presence of various blogs, presence of numerous educational forums in facebook and also various groups formed in whatsapp provides recent news, regarding jobs in LIS fields, provides information regarding seminars, workshops, convocations held in this field, provide study materials, mock test, organize quizzes regarding various topics of the subject, aware the users about the current trends of LIS

education not only of India but also worldwide.The recent research shows that Web 2.0 technologies are being adopted in libraries for serving the patrons better.

Keywords : *LIS education, Web 2.0, IIT, IIM, University, Facebook, Twitter, LinkedIn, RSS, Youtube, Blog, Wiki, Yocco, West Bengal, India.*

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SEARCH ENHANCEMENTS IN LIBRARY DISCOVERY: TOWARDS A NEW DIMENSION OF GIS BASED INFORMATION RETRIEVAL

Parthasarathi Mukhopadhyay[1], Mondrita Mukhopadhyay[2]

Abstract : *Information retrieval in libraries of any type or size till date centres around only textual search in spite of tremendous advancements in digital information representation and retrieval. The course curricula of LIS schools are no exception of this limitation. In fact the course on information retrieval in most of the LIS course curricula in India mainly deals with history of information retrieval with almost ignoring the possibilities, applications and issues related to image search, multimedia retrieval, multilingual retrieval, cultural object retrieval, heritage information retrieval, GIS search, integrated search through discovery and so on. This paper is an attempt to enhance information retrieval features of a typical library search system by fusing geodetic search capabilities in it. This prototype framework applies a Solr-based open source library discovery software namely VuFind as retrieval system, Leaflet an open-source JavaScript library for interactive maps, OpenStreetMap as cartographic data provider available under Open Data Commons Open Database License (OdbL) and a set of MARC formatted bibliographic records on Antarctica processed in open source Koha ILS. This prototype shows indexing of coordinate data (longitude and latitude) available in tag 034 (in subfields $d,$e,$f, and $g) of MARC records in Solr and also provides various controls related to display of geographic data like displaying point and rectangle features, as well as their labels and coordinates in an interactive environment, where users can draw points, zoom in or zoom out. It demonstrates the search framework for the 300 hundred bibliographic records formatted in MARC 21 bibliographic format that deals with Antarctica. The selected bibliographic records are re-catalogued by using three essential tags (and the related subfields) for describing geographical properties. The tag 034 is used for representing longitude and latitude of the places that the documents dealt with. The tag 651 and 653 are used to represent place names. The tag 651 takes place names from authority lists, whereas tag 653 takes values in uncontrolled form. The framework supports an array of GIS specific search services in addition to traditional textual search such as search by coordinates, draw search box through coordinate selection, map tab view for retrieved resources, zoom in and zoom out functions so on. These mechanisms may help libraries going beyond text only search and may prove an effective process in retrieval of documents and datasets where Place or Geographic name is the focus like knowledge objects in the domain of geography, geology, travel guides etc.*

Keywords : *Geodetic search, Geographic search, Geo-coordinate indexing, Bibliographic data, Map-based document retrieval; GIS-based search, Library discovery, Leaflet, OpenStreetMap, VuFind, Geospatial search.*

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MT - 10 - 04

USE OF WEB 2.0 TOOLS FOR ACADEMIC LEARNING BY LIS STUDENTS OF UNIVERSITIES OF ODISHA

Kshirod Das[1], R K Mahapatra[2]

Abstract : Purpose : *The aim of this paper is to know the level of awareness, extent of use of Web 2.0 tools (i.e. Blog, Wiki and Social Networking Site-Facebook) by Library and Information Science (LIS) students / scholars of universities of Odisha, India for learning purpose. And also to identify various activities they do using these tools.*

Design / Methodology / Approach : *This survey used an online-based questionnaire as an instrument. The BLIS, MLIS, MPhil and PhD students / scholars are identified from five universities and their affiliated institutes as the sample for this study. Total of 305 students & scholars participate in the survey.*

Findings : *Equal no of male and female students have tool part, while majority of MLIS students than others have participated in the survey. The majority of LIS students/scholar from these universities are aware of Web 2.0 application and their use for academic learning, whereas few students are yet to explore Web 2.0 tools. Daily usage of social networking site (Facebook) has received highest percentage score than blog, and wiki. However, 21% LIS students have never & don't know about blog and wiki technologies. Yet again majority of LIS students indicated highly skilled using Facebook, but they are moderately skilled using other tools like blog, & wiki. Awareness program and training needs to improve the skill level of LIS students. Majority of LIS students are engaged in gathering study content rather than actively participating in the discussion through wiki & blog. Moderating own blog and wiki are also not very encouraging.LIS study also indicated that Web 2.0 technologies have potential to be used by faculties and institutes in classroom to increase the level of teaching process.*

Originality / Value : *The finding of the study can contribute to understand better of the application and implementation of Web 2.0 for academic learning in the field of Library and Information Science. This study investigated how students / scholars of LIS in these five universities of Odisha are using Web 2.0 tools for gathering and sharing academic content to change the learning process.*

Keywords : *Web 2.0, Blog, Wiki, Facebook, Social Networking Site, Academic Learning*

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SIG01 : Social Sciences Information

SIG 01 - 01

LECTURES OF RABINDRANATH TAGORE DELIVERED ON THE THEME ART: AN EVALUATIVE STUDY FROM LIS PERSPECTIVE

Antara Chakraborty[1]

Abstract : Purpose : *The horizon of interests of a LIS scholar should not be limited within the traditional LIS areas only rather it should accumulate new areas previously uncharted with a LIS approach. The subject 'Rabindranath Tagore' is itself a discourse. Scholars from different subject fields such as Music, Painting, History, Philosophy, Religion, Library science, Comparative literature, Bengali literature, English literature etc. are working on different creations of Tagore from their respective subject point of view. So the importance of LIS research in this field of Tagore not only helps to pour light on the uncharted areas from LIS point of view but also helps the future research scholars coming from different field of studies. The present paper investigates to locate the importance of mining, evaluating and presenting in a compact and user-friendly manner the Lectures of Rabindranath Tagore delivered on the theme 'Art 'throughout the world.*

Methodology : *The present research shows an exhaustive approach to gather, arrange, analyse and differentiate these lectures delivered on the theme Art from the pulls of lectures delivered by Rabindranath Tagore throughout the world. Then these lectures on Art are thoroughly analysed from LIS perspectives to make it a helpful and user-friendly for future Tagore scholars.*

Findings : *The findings of the paper include firstly the determination of the continent wise distribution of the lectures delivered by Tagore on Art. And then these lectures have been specified under their respective countries for each continent. For more detailed analysis separate table has been prepared to show particular 'date of delivery', 'place of delivery', 'title', and the 'theme' of the lectures if any. Finally the repeated lecture analysis among these lectures delivered on Art in different places throughout the world also has been made.*

Originality/Value : *Tagore's huge literary contribution had brought him much fame world-wide. Different universities, municipalities, cultural organisations had given receptions to Tagore, where he was compelled to deliver speech before the audience both within India and abroad. Thus the number of lectures, addresses and speeches delivered by Rabindranath Tagore, became huge and they are centred on different topics like religion; education; international brotherhood; nationalism; song; art and so on. But no available documentscan give information regarding how many lectures are delivered by Tagore in exact, in a particular place, on a particular theme. The present paper locates analyses and evaluates the lectures delivered by Tagore on the theme 'Art'. And the LIS approach of the paper makes it more useful and meaningful for futures researchers working on similar and related topics.*

Keywords : *Rabindranath Tagore, Tagore Lecture, Art, LIS.*

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SIG - 01 - 02

RABINDRANATH'S PHILOSOPHY IN RELATION TO LIBRARY

Kabita Mukhopadhyay[1]

Abstract : *Rabindranath Tagore was not only a great poet of the world but was a great philosopher also. There is no such single intellectual field which remains left from Tagore's radiant views and ideas. The field of library has also been enlightened by Rabindranath. Tagore always mention the 'Library' instead of the Bengali term 'Granthagar'. He has very lucidly defined the 'Library' as the hidden roar of a sea and in his views, library is comparable as an innocent baby sleeping in the lap of inherent possibilities of the awakening future. In a library, each and every thesis as well as antithesis dwells side by side on the shelf without any collision.*

In India the library movement was started in the year 1910 by the then Maharaja of Borda. In Bengal it was started in the year 1925. Kumar Munindradev Roy was the pioneer to establish the "Bengal Library Association." Rabindranath Tagore was its first President. So Rabindranath was very closely associated with the 'Library Movement' in Bengal. Not only this he had played an active role to organise the library systematically at Visva-Bharati University.

He rightly mentioned that, a library cannot be designated as big or a small by its physical set up only, but by its variety of collection. In the concept of Rabindranath, library is just like 'Saptta Samundra', which surrounding the whole world like a garland, the world of knowledge enclosed the remote place of the world like over blowing water of seas.

According to Tagore, if the Librarian has a hospitable quality of mind, he shall be able to create a circle of ' Reader(s)' , who would make the library just as a living being.

'Library is a growing organism' was the view of Dr S.R. Ranganathan. Actually, without its 'Life' library may just be described as a 'Storehouse of books' and nothing else !

Keywords : *Tagorean Philosophy, Library, Librarian, Library user, Mobile Library Service.*

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SIG 01 - 03

APPLICABILITY OF RABINDRANATH'S THOUGHTS ON LIBRARY IN THE AGE OF AUTOMATION, NETWORKING AND DIGITIZATION : A CASE STUDY OF THE HITK

Subhra Banerjee[1], Binod Bihari Das[2]

Abstract *: Over the years though there are many changes in the library and its services due to impact of emerging Information & Communications technology, the core of Librarianship remains the same- dealing with information and providing the services to the users. Two notable writings of Rabindranath on library and its services entitled "Library" and " Libraryer mukhya kartabya" (in Bengali) are minutely analysed to highlight his main thoughts in this regard. Books and articles have been reviewed. The literature review reveals that there is no write-up/ article on applicability of Rabindranath's thoughts in the particular library's activities and services. This paper deals with the applicability of Rabindranath's thoughts through important activities and services of Heritage Institute of Technology,Kolkata (HITK) Library .The main objectives of this paper are 1. To highlight the main thoughts of Rabindranath Tagore on library and its services. 2. To highlight the essential qualities and responsibilities of library professionals according to Rabindranath. 3. To show the implementation of thoughts of Tagore into practice in The Heritage Institute of Technology , Kolkata (HITK) library through its various services and activities. HITK was established in 2001 by Kalyan Bharti Trust with only 240 students of 4 streams under West Bengal University of Technology (WBUT) now known as Maulana Abul Kalam Azad University of Technology (MAKAUT). It is a leading centre for engineering education in West Bengal at Anandapur, Kolkata. In 2014 HITK got its autonomous status. Central library of HITK is the nerve center for all academic activities of the Institute. In 2014, it was shifted to the Central Building and spreading over approximately 20,000 sq feet. The library is centrally air-conditioned and equipped with computers and communication network, modern lighting system and good ambience and has a seating capacity of 250 readers. This is equipped with CCTV , Antitheft Solution system and also with Wi-Fi connectivity. The library is fully computerized with LIBSYS library management software, with barcode technology. OPAC facilities through the campus network and Web- OPAC facilities are available outside the campus. Collections comprises 48289 (approx.) Books , 204 Print Journals, 1475 Journals (Back Volumes), CD-ROM, Floppy, DVDs and On-line subscription: IEEE(ASPP) , JSMS, RMIT, SAGE-Online, HBR-Online, EPW-Online, DELNET, National Digital Library & NPTEL etc. Total number of members is 4567. Services provided from HITK library are Issue & Return of Books, Alerting service of new arrival of books , Awareness service of current contents of journals , Bibliography and Reference Services , Internet , Reprography (Xerox), Career Guidance, Inter-library loan, Services through Institutional Membership (BCL, American Library, IEI) Institutional Repository (Question papers, articles of academic members etc.), Reading Room Services through open access system, Reminders are sent through e-mail for overdue books etc . Rabindranath's main thoughts on Hospitality, Book selection, educational and cultural value of library and the idea of mobile library have been implemented through various activities and services of HITK library. The usage of HITK library integrated HITK Digital Library has been increased from 18% to 40% from 2014 to 2017 respectively. Main strength of HITK central library is about 850 books issued /returned per day. The average of walk-ins of the Central Library is about 800 (approx.) per day .The total footfalls of HITK library which comprises HITK central library , MCA library, and Departmental libraries is 1200 (approx.) per day. Due to various users orientation and awareness programmes and also Information Literacy programmes, the beneficiaries of this HITK library are fully aware of the availability and accessibility of library resources; and they have expressed their satisfaction through online feedback system.*

Keywords : *Rabindranath's thoughts, Library, HITK library - collections and services, Applicability of Rabindranath's thoughts, Usage of HITK Library, Usage of HITK Digital Library.*

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TAGORE'S DREAM OF RURAL RECONSTRUCTION AND THE ROLE OF LIBRARY

Koushik Ghosh[1]

Abstract : *Library movement was a part of the great effort that Rabindranath Tagore, the poet-philosopher-reformer and performer par excellence, had initiated as a part of his rural reconstruction project at Sriniketan in 1922. The aim was to develop the quality of life of the rural people of the surrounding villages.*

Tagore's efforts in the field of rural reconstruction, whether at Silaidaha or at Sriniketan, created a poet's laboratory in relation to village upliftment, dedicated to "Rural Reconstruction.". The rural reconstruction programe included development of agriculture, animal husbandry, education, health and sanitation; rural crafts and industries, and regeneration of village life and cultivation of the spirit of self-reliance. Some of these activities including the mobile library services are still continuing with some modifications according to the present-day need.

Gurudeva admitted that due to illiteracy, lack of awareness, superstition and ignorance of the village people, his noble project had become fruitless at the end. He was very much aware of it while he initiated his rural development programmes again at Sriniketan after three decades in 1922. He felt that library was the only panacea against these hindrances to overcome and it would be a strong support to his rural reconstruction project. Thus he opened a new horizon of library services establishing the "Chalantika Library" in order to support his rural reconstruction activities at Sriniketan in 1925.

Library services became part and parcel of Sriniketan Experiment of Tagore. He found library as the focal point of eradication of literacy and the basic provider of information for of reconstruction. It is to be concluded that without library services rural development activities are not possible.

Keywords : *Rural reconstruction, Tagorean thought, Library.*

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SIG 01 - 05

RABINDRANATH TAGORE : A COLOSSAL EMBLEM AND EXPRESSION OF WIDE SPECTRUM OF HUMAN KNOWLEDGE, HARBINGERING VALUE DELIVERY OF LIBRARY SERVICES FOR TRANSFORMATION OF THE SOCIETY

Kazi Kajal Hossen[1], S B Banerjee[2]

Abstract : *Libraries grew in number from the early days of history in Bengal. Growth of libraries are intimately associated with the development of culture or value of human development, based on the value perspectives such as education, rites, rituals of the communities, their faiths, beliefs, habits, language, literature, getgoings, occupations, professions, estheticism, art , music, dance, drama, painting, social upheavals, political and economic activities , equity and excellences etc. Rabindranath, an expression of wisdom in the domains of humanity, stands as a massif symbol of humanity. His creations in the value perspectives of the society are indeed harbingering lessons and act for upbringing the society. An apostle of humanity and human knowledge, Rabindranath stands as the lighthouse to the society to rise up against colonialism which over shadowed the country . Thrusting upon the inevitable requirement to save the country from the claws and grips of the British rulers, all his creations, expressed the dire need to educate the people of all castes , creeds and communities to foster them to rise up and ruse to get rid of the misdeeds of the Britishers. His was the views as those of Aristotle that "education is an ornaments in prosperity and refuge in adversity ". He persistently impressed upon the education programme to be substantiated by the development of libraries, for, education and library are two sides of a coin, one is dependent on other. He professed for massification of education by means of libraries for the advancement of society.*

This paper aims to delve into Tagore's views and visions of library and its services, its immense relevance for transformation of the society, the tasks in hand, and to suggest the processes for its implementation.

The paper traced the writings of Rabindranath on library and those of others on Rabindranath's views on library as the essential means for learning and education to uplift the society. The paper suggests the processes and programmes for translating what Rabindranath viewed for the improved functioning of the libraries, keeping in view why and how they are of immense relevance of the day. To this regard, the paper also discussed the principles of five laws of library science enunciated by Dr. S. R. Ranganathan , father of Library Science tracing the similarities of the two thoughts.

Keywords : *Rabindranath's thoughts, Library Service, Transforming Society.*

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SIG 01 - 06

RABINDRANATH TAGORE AND HIS THINKING ABOUT RURAL RECONSTRUCTION AND RURAL LIBRARIES

Parna Ghosh[1]

Abstract : *Rabindranath Tagore is one of the most popular and respected names of Indian Literature and Music. Popularly known as gurudev, he was a renowned poet, musician, writer, educationist, painter and reformer and so on.*

During Tagore's lifetime, rural India was far more backward. So, he felt the necessity to start his development programme for rural Bengal. Tagore's idea of Rural Reconstruction Programme was a path-breaking one. Tagore's model may be accepted as a micro model to be followed all over the society of India. He tried to perceive and analyze the problem from a holistic perspective. He valued society more than the state. He considered that social service is more valuable than anything else. He always questioned the ability of Government bureaucracy to enthuse the people for rural development. As a great social philosopher his most favourite ideas were social progress through self-initiation and mutual cooperation.

The papersearches about Tagore's thought regarding library. He specially wrote two essays entitled "Library" and "Librarrir Mukkyo Kartobyo" on the importance of library and work of librarian. His description of a library is both poetic and practical. He was the pioneer of the library movement in West Bengal. To reach the village people, he introduced "Chalantika" Library which is a form of mobile library service. Tagore considered lack of education as the main obstacle in the way of India's progress and at the root of all its problems. Tagore's philosophy of education draws its inspiration from ancient Indian philosophy of education. He wanted to develop an appropriate system of national education for India. According to him, "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power, but of love, making its own and giving expression to it."

Here, an attempt is made to look at Tagore through the prism of Social Science, more specifically, to give an outlook about the thought of Rabindranath Tagore on rural reconstruction made by him and his views about the rural libraries as well.

Keywords *: Rabindranath, Rural Libraries, Rural Reconstruction Programme, Education System*

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TAGORE'S THOUGHT AND ACTION IN COMMUNITY EDUCATION THROUGH RURAL LIBRARIES: A STATUS REPORT

Sanat Bhattacharya[1], Nimai Chand Saha[2]

Abstract : *This paper is to discuss Tagore's concept of community development or village reconstruction work through village libraries. Tagore experience of village life when he was about thirty years. According to his father instructed Tagore took the charge of their Zamindari estate at East Bengal. The more he saw the poverty and suffering of the village people; the more desperate he became to do something for them. The cause was mainly due to illiteracy, ignorance and lack of mutual co-operation. He thought that the removal of ignorance is possible by education through village libraries. The village library provides services to all irrespective of age, sex, cast, religion, education and social studies. Tagore main objectives were to educate village people for self-reliance and a 'life in its completeness'.*

In consonance with such ideas about reconstruction of village life, a new type of library services was developed, mainly for the neighbouring villages who would eventually offer their acquired knowledge for the welfare of the village community. Such village libraries were started in 1925 onwards for self-reliance of the villagers and to maintain their own granaries, banks and cooperation would bring unity among the people and free them from dependence on the city and the government.

Finally this paper analyses the overall thinking of Rabindranath Tagore about the village library system and their services. It explains different types of village libraries and their functions in brief.

Keywords *: Institute of Rural Reconstruction Library, Chalantika, Circulating Library, Area and Feeder Libraries, Jana Siksha Nilaya Library, Mobile Library, Village Libraries*

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SIG 01 - 08

TAGORE'S EDUCATIONAL PHILOSOPHY AND VISION OF LIBRARY: A THEORETICAL APPROACH

Partha Pratim Ray[1]

Abstract : *Rabindranath Tagore, a renaissance figure, colossal in vigour, volume and variety, put forward Indian literature to the world. Essentially known as a poet, but he was a dramatist, writer of short stories, novelist, philosopher, composer and singer, innovator in education and rural development, actor, director, painter, cultural ambassador and what not. Rabindranath, the writer of three National anthems, has composed more than two thousand songs known as Rabindra Sangit that have become a symbol of cultural ethos of both India (particularly West Bengal) and Bangladesh. Rabindranath composed his first poem at the age of eight and by the end of his life, he has written twenty five volumes of poetry, fifteen plays, ninety-five short stories, eleven novels, thirteen volumes of essays; initiated and edited various journals; prepared Bengali textbooks, penned thousands of letters; and crossing the age of seventy created more than two thousand paintings. All these writings and paintings come under the purview of Tagoreana*

Ever since Rabindranath Tagore conceived the idea of Visva-Bharati, development of library for collection, preservation and dissemination of knowledge were an integral part of his institution. His concern in this regard is amply reflected in many of his speeches and writings wherein his concern for both philosophical as well as functional aspects of library service finds a poignant place. As a man of action Rabindranath tried to give his vision of library a concrete shape along with the establishment of his experimental school at Santiniketan and institute of rural development at Sriniketan. The present paper aims to recapture Tagore's educational philosophy and vision of library from his numerous writings in different literary forms. It is observed from the study that all aspects of library science have been reflected in his writings in all kinds of literary forms and it is based on his educational philosophy.

Keywords : *Tagorean educational philosophy, Library*

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TAGOREAN CONCEPT OF LIBRARY AND OPEN LEARNING : RELEVANCE IN THE PRESENT ERA

Mayuri Das Biswas[1], Pijushkanti Panigrahi[2]

Abstract : Purpose: *This paper emphasizes on the Tagorean concept of library. It traces the need to start Chalantika - a mobile library for rural services. It further unveils the less well known fact that the concept of non-formal education and ODL which stepped into India was originally the brainchild of Tagore which was based on his philosophy and innovative ideas. Hence, the paper aims to emphasize the Tagorean approach to ODL and its prevailing status in India. It discusses the evolution and salient features of Loksiksha Samsad or the People's Education Council, an organization established through the Visva Bharati Act of 1951 by Tagore as a part of the University in Shantiniketan to propagate open and distance learning.*

Methodology/Design: *Several relevant literatures on Tagore studies have been reviewed. It also explores some essays authored by the laureate himself. Annual Reports and profiles of various Universities offering education through distance mode have been examined. A thorough study has been done on LokSiksha Samsad which helped to design the Tagorean model of ODL. The features of the prevalent ODL system in India have been analyzed and an attempt has been made to draw a comparative study between the functioning of LokSiksha Samsad and other universities offering distance learning*

Findings: *An analysis of the articles of Tagore reveals the motive behind the establishment of rural and mobile libraries, encouragement for non-formal education and propagation of open and distance learning. The philosophy depicted in his writings highlights the need for mass education which ultimately stands out to be the fundamental source for the social, economic and cultural development of an individual and the nation as a whole. The findings also enlighten the uniqueness of Tagore's innovative ideas which paved the way to strengthen the rural library services and ODL system prevailing today. The comparative analysis between the LokSiksha Samsad and the other universities not only throw light on the current approaches and developments in the ODL system today but also establishes the relevance of Tagorean concept in the present era by identifying the similarities in their functioning.*

Originality/Value: *This paper attempts to assess the significance of the rural and mobile library services. It further assesses the functional system of ODL imparted by the existing universities and its relevance with Tagorean concept.*

Keywords: *Chalantika, Distance Education, LokSiksha Samsad, Mobile Library, Open Distance Learning (ODL), People's Education Council, Tagore.*

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SIG02 : Computer Application in LIS

SIG 02 - 01

TOWARDS LINKED DATA PRINCIPLE IN WEB ENABLE LIBRARY SEVICES

Pompa Bhadra[1], Manab Ghosh[2]

Abstract *: Linked data is a technique of publishing structured data that can be interlinked for making them more useful for the people. When the linked datasets apparently provides a free license that is called linked open data. Linked data is very much applicable with a worldwide data space connecting data from various domains like people, scientific publication, books statistical and scientific data and observation. Its component are URIs, HTTP, structured data using controlled vocabulary datasets like RDF, Turtle, JSON-D etc. The concept behind linked data has recently brought a revolutionary knock in the library segment and shown the potential to redefine the word of web. It also put a clear picture on libraries. Actually mission of the library is collecting and sharing information. To do that, they must have records that are discoverable and readable by computer a program which is primary goal of linked data. MARC is a helpful element for linked data. The purpose of this paper is to know, how the linked data enhance library and information services. Linked data principles have been proposed to be introduced in Library and Information Centres. This paper identifies the current trends of using linked data in this field. The MARC format (tag, indicators, field, subfield, subfield codes etc.) are discussed here to support the hosting of linked data information. A few MARC fields that can be accommodated locally, can identify LOD URIs. The main focus here is how the authority file can be published with the linked data. The four rules of linked data are very important. Some of the examples from Library of Congress are mentioned to express their relation with RDF based vocabulary. The Simple Knowledge Organization System (SKOS) suggests that semantically equivalent MARC fields are commonly found in authority files. Linked data has a lot more towards fulfilling the need of libraries.*

Keywords : *Linked data, LOD, MARC, Library data.*

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PATENT REPOSITORY AND INFORMATION SHARING ISSUES : AN INDIAN PERSPECTIVE

Moumita Ash[1], Pijushkanti Panigrahi[2]

Abstract : Purpose : Patent is a legal document awarded by the government agency with primary right conferred upon the inventor for his/her invention of a particular product or process as an intellectual property. But due to lack of awareness, those are underutilized and/or often are treated merely like a grey literature of ephemeral in nature. Developing patent repository would solve many issues in this regard. On the other hand, open access has brought new avenue for scientific documents sharing in 21st century by Free and Open Source Software platform This article is to discuss the scope and potentiality of patent repository supported by open access facilities.

Methodology : Technical feasibilities for development of patent repositories are studied. Required metadata are selected. Licensing pattern is analysed. The provisions of Patent Act of India as well as technical feasibility of Patent Repository are identified. Patent Co-operation Treaty, Indian Patent Act including amendments is also analysed. Provision of patent related information sharing is identified.

Findings : From the study, it is found that an open access based patent repository would be a great help for the research and development community. The repository of these legal documents of intellectual property would give a proper direction to Indian scientific research as well Indian economy by making our nation much ahead over others. It is further found that Open Access Repository has been opened new avenue for scientific document sharing being supported by Open Access Licensing system. Unpublished such documents are archived as 'OpenDOAR' content types though only 109 patents are archived by different institutions and other organizations. Thus Patent Act of India has provisions to develop Patent Repository. Free and Open Source Software may be used for this purpose. In addition, a separate Open Access Repository of patent on their expiry with separate drawings, designs and scientific description related database would be an useful databank for scientific and industrial communities.

Value : The observations conclude that Patent Repository must be developed by applying special documentation expertise without violating Patent Act. Reservoir of Indian patents with proper retrieval tools may be helpful for industrial and economic growth, innovative skill development and scientific cooperation.

Keywords : Patent Repository, Open Access Repository, India

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