

# **IASLIC 28<sup>TH</sup> National Seminar, 2018**

*Organised by*

**Central Library, Visva-Bharati, Santiniketan**

**November 27-29, 2018**

## ***Abstracts of Papers***

*on*

### **LIS Education in India : Current Scenario and Future Strategies**

---

#### **SIG01 : Social Sciences Information**

Theme : Rabindranath Tagore's vision on Libraries and its relevance in new era

#### **SIG02 : Computer Applications in LIS**

Theme : Data Management in Libraries

---



**INDIAN ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION CENTRES (IASLIC)**

**P-291, CIT Scheme No. 6M, Kankurgachi, Kolkata 700054**

**e-mail : [iaslic.sem@gmail.com](mailto:iaslic.sem@gmail.com) Website : [www.iaslic1955.org.in](http://www.iaslic1955.org.in)**

# **IASLIC 28<sup>TH</sup> National Seminar, 2018**

*Organised by*

**Central Library, Visva-Bharati, Santiniketan**

**November 27-29, 2018**

## ***Abstracts of Papers***

*on*

### **LIS Education in India : Current Scenario and Future Strategies**

---

#### **SIG01 : Social Sciences Information**

Theme : Rabindranath Tagore's vision on Libraries and its relevance in new era

#### **SIG02 : Computer Applications in LIS**

Theme : Data Management in Libraries

---



**INDIAN ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION CENTRES (IASLIC)**

**P-291, CIT Scheme No. 6M, Kankurgachi, Kolkata 700054**

**e-mail : [iaslic.sem@gmail.com](mailto:iaslic.sem@gmail.com) Website : [www.iaslic1955.org.in](http://www.iaslic1955.org.in)**

© IASLIC 2018

All rights are reserved. No part of this Publication can be used nor reproduced in any form or by any means – electronic, mechanical, photocopying, recording or otherwise. It can neither be stored in a database retrieval system, without prior written permission of the publisher except in the case of brief quotations embodied in critical articles and reviews. Making copies of any part of the Publication for any purpose other than owner's own personal use, is a violation of copyright law.

The publisher makes no representation, expressed or implied, with regard to the accuracy of the information contained in the Publication and cannot accept any legal responsibility for any error or omission that may be found in it.

*Members of the Editorial Board*

Prof. Amitabha Chatterjee, Shri S. B. Banerjee,  
Dr. Indrani Bhattacharya, Prof. Arjun Dasgupta, Prof. Narendra Lahkar,  
Prof. Krishnapada Majumder, Prof. Pijushkanti Panigrahi,  
Prof Juran Krishna Sarkhel,  
Smt. Banasree Roy, *Convenor*

*Editorial Assistant*

Sk Nausad Kabir

*Printed by* Modern Graphica, 41, Gokul Boral Street, Kolkata - 700012

## CONTENTS

SL. No.	AUTHOR(s)	TITLE	PAPAER REFERENCE	PAGE NO.
<b>Sub Theme 1 : Background : History and development of LIS education</b>				
1	Amitabha Chatterjee	What Ails LIS Education in India and What is the Panacea?	MT-1/81	9
2	Abdul Majid Baba	First Three Nations of Library Science Education : USA, UK & India	MT-1/79	9
3	Narendra Lahkar	Library and Information Science Education in India : Issues and Challenges	MT-1/78	11
4	Sanjay Kumar Singh	Revamping LIS Education in Assam : Need of the Hour	MT-1/77	12
5	Samir Baidya Susmita Chakraborty	Library & Information Science Education and Ranganathan	MT-1/26	13
6	Paromita Debnath	Post 50 years of LIS Departments in Eastern India : An overview	MT-1/57	14
7	Rajani Kanta Barman Kukila Goswami	History and Development of Library Science Education in Assam with special reference to Gauhati School	MT-1/58	15
8	Jitendra Kumar Ajay Kumar Sharma	LIS Education Scenario in Central Universities : A Study based on their Website	MT-1/61	16
9	Salil Chandra Khan Ranjit Kumar Mandal	Development and Growth Scenario of LIS Education and Journals in India : An Overview	MT-1/74	16
<b>Sub Theme 2 : General considerations</b>				
10	Bikramaditya Barman Gouri Sankar Karmakar	Measuring of Library and Information Science Education in Government Universities with respect to North East Region through Website Analysis	MT-2/14	17
<b>Sub Theme 3 : Infrastructure requirements</b>				
11	Milan Kumar Sarkar S B Banerjee	LIS Education & Research in West Bengal : An appraisal and approach for Qualitative Development	MT-3/56	18
<b>Sub Theme 4 : Curriculum design, development and evaluation</b>				
12	Samayita Dutta	Strategic Development of Library and Information Science Education in India : An overview of the Integrated MLIS Course recently Introduced by the University of Burdwan	MT-4/22	19
13	Sibsankar Jana Anusua Bose	Students' Attitude towards CBCS in the Department of Library and Information Science of the University of Kalyani	MT-4/31	20
14	Pijish Kanti Jana Sudeshna Panda	Trend of BLibISc Curriculum : A Case Study in Vidyasagr University	MT-4/63	21

15	Sangita Sarkar Himanish Roy Sourav Mazumder	Evaluation of ICT components in MLIS Curriculum in North East India : A Study	MT-4/65	22
<b>Sub Theme 5 : Teachers and teaching methods</b>				
16	Debashish Mukherjee Udayan Bhattacharya	Internship of LIS students : A Case Study of Jadavpur University, Kolkata	MT-5/12	23
17	Snigdha Naskar Sutapa Paul	Credibility of different Teaching Methods in the eyes of LIS students and students of other Disciplines of Rabindra Bharati University : A Comparative Study	MT-5/48	23
18	Pulak Saha	LIS Education in India : Teachers and Teaching Methods in the Digital Era	MT-5/49	24
<b>Sub Theme 6 : Open and Distance Learning (ODL) in LIS</b>				
19	Abhijit Chakrabarti Sukanta Maji	Library and Information Science Online Courses on SWAYAM : An Appraisal	MT-6/6	25
20	Preeti Sharda Manisha Gupta	MOOCs as an Instrument to enhance the Soft Skills of the Library Professional	MT-6/10	26
21	Dipshikha Mukherjee	Self-Learning Print materials of Bachelor of Library and Information Science course in NSOU: A Study	MT-6/30	26
22	Md Ajimuddin Sk Sibsankar Jana Md Azizur Rahman	BigBlueButton : An Emerging Tool for Enhancing the Learners' Engagement in Digital Learning Environment	MT-6/42	27
23	Sayani Mukherjee	Learner Support Services in LIS Education through ODL in NSOU and IGNOU : A Comparative Study	MT-6/45	28
24	Pratyusha Mukherjee Kankan Kumar Chowdhury	MOOCs and LIS Education : Indian Scenario	MT-6/51	29
<b>Sub Theme 7 : Library and Information Research</b>				
25	Arjun Dasgupta	Trends of LIS Research : Indian and International Scenario	MT-7/66	30
26	R Raman Nair M Jayapradeep	Application Oriented Research and Education in LIS : Relevance and Need	MT-7/8	30
27	Sanku Bilas Roy Abhijit Mukhopadhyay	Trends of Research Activities carried out by the Professionals of Library and Information Science : A Bibliometric Study	MT-7/11	31
<b>Sub Theme 8 : Quality Assurance and Accreditation of LIS Schools and Courses</b>				
28	Anasua Ghosh Bag	Identification of Skills required by new age Library and Information Professionals in India	MT-8/1	32
29	Nemai Chand Saha	Employability vis-à-vis Professional Skills in Library Services : Challenges for Developing Human Resources	MT-8/80	33

<b>Sub Theme 9 : Comparative LIS Education and Research</b>				
30	Susmita Chakraborty	Role of IFLA in LIS Education	MT-9/17	34
31	Md Azizur Rahman Sibsankar Jana Md Ajimuddin Sk	Present infrastructural scenario of LIS Education in University of Bangladesh	MT-9/43	35
32	Madhushree Dutta Sonali Dutta Hirak Samadder	LIS Education in selected Universities of West Bengal : An Evaluative Study	MT-9/47	36
33	Bibek Mahata Dyuti Samanta	Socioeconomic and educational background of students in LIS education system : A Comparative Analysis	MT-9/62	37
<b>Sub Theme 10 : Future strategies</b>				
34	S B Banerjee	LIS Education in the age of Disruptive Technologies : Inhibitions and Propositions for Development	MT-10/76	38
35	Piyali Ghosh Tarun Kumar Mondal	Wikipedia as an educational aid for Library and Information Science : An Analysis	MT-10/5	38
36	Paulomi Saha Anirban Dutta	Implementation of Web 2.0 tools in various elite institutions in India : A Bird's Eye View	MT-10/33	39
37	Parthasarathi Mukhopadhyay Mondrita Mukhopadhyay	Search enhancement in Library Discovery : Towards a new Dimension of GIS-based Information Retrieval	MT-10/34	40
38	Kshirod Das R K Mahapatra	Use of Web 2.0 Tools for Academic Learning by LIS students of Universities of Odisha	MT-10/71	41
<b>SIG01 : Social Sciences Information</b>				
<b>Theme : Rabindranath Tagore's vision on Libraries and its relevance in new era</b>				
39	Antara Chakraborty	Lectures of Rabindranath Tagore delivered on the theme Art : An Evaluative Study from LIS Perspective	MT-SIG01/3	42
40	Kabita Mukhopadhyay	Rabindranath's Philosophy in relation to Library	MT-SIG01/4	43
41	Subhra Banerjee Binod Bihari Das	Applicability of Rabindranath's thoughts on Library in the age of Automation, Networking and Digitization : A Case Study	MT-SIG01/9	44
42	Koushik Ghosh	Tagore's dream of Rural Reconstruction and the role of Library	MT-SIG01/54	45
43	Kaji Kajal Hossen S B Banerjee	Rabindranath Tagore : A Colossal Emblem and Expression of wide spectrum of Human Knowledge, Harbinger value delivery of Library Services for Transformation of the Society	MT-SIG01/67	46
44	Parna Ghosh	Rabindranath Tagore and his thinking about Rural Reconstruction and Rural Libraries	MT-SIG01/68	47

45	Sanat Bhattecharya Nimai Chand Saha	Community Education through Rural Library : Tagore's thought and action	MT-SIG01/69	47
46	Partha Pratim Ray	Tagore's Educational Philosophy and vision of Library : A Theoretical Approach	MT-SIG01/73	49
47	Mayuri Das Biswas Pijushkanti Panigrahi	Tagorean Concept of Library and Open Learning : Relevance in the Present Era	MT-SIG01/52	49
<b>SIG02 : Computer Applications in LIS</b>				
<b>Theme : Data Management in Libraries</b>				
48	Pompa Bhadra Manab Ghosh	Towards Linked Data Principle in Libraries with the help of MARC	MT-SIG02/39	50
49	Moumita Ash Pijushkanti Panigrahi	Patent Repository and Information Sharing Issues : An Indian perspective	MT-SIG02/46	51
50	Mayukh Biswas Pijushkanti Panigrahi	Linked Open Data : Initiatives in Public Libraries	MT-SIG02/72	52
<b>POSTER PRESENTATION</b>				
<b>Sub Theme 1 : Background : History and development of LIS education</b>				
1	Sonali Gayen Susmita Chakraborty	Recent Trends of LIS Education in Eastern India	MT-1/16	53
2	Tapan Barui Suparna Naskar Barui Shiladitya Bhunia	LIS Profession and LIS Education in India : Some Issues and Problems	MT-1/21	53
3	Prativa Mondal	Genesis and Progress of LIS Education	MT-1/27	54
4	Moumita Datta Roy	A cursory look at Library and Information Science Education in India : From Budding to Blooming	MT-1/29	55
5	Pulak Saha Abhijit Mukhopadhyay	LIS Education in India in 21st century	MT-1/50	55
<b>Sub Theme 3 : Infrastructure requirements</b>				
6	Karan Kumar	Role of Open Access Resources in LIS Education and Research	MT-3/13	56
7	Shila V	Weeding out the Traditional Trends : LIS Education in Kerala	MT-3/20	57
<b>Sub Theme 6 : Open and Distance Learning (ODL) in LIS</b>				
8	Jahar Biswas Subrata Biswas Sumitra Mitra Biswas	Connectivity between Open Education Resources (OERs) and Massive Open Online Courses(MOOCs)	MT-6/44	58
<b>Sub Theme 7 : Library and Information Research</b>				
9	Jayanta Bhakta Sanjay Kar Trishna Bhui	Library and Information Science Research in India : A Study	MT-7/25	59

10	Anirban Dutta Sujata Mandal	A scenario of the Doctoral Research in the field of Library and Information Science : Trends and Issues in Indian Perspective	MT-7/32	60
11	Shreyasi Sarkhel Baishakhi Chakrabarty	Plagiarism and Research Ethics : usage of URKUND in the Context of Universities of West Bengal	MT-7/36	61
12	Sanat Kumar Biswas	Understanding Plagiarism and Research Ethics with Information Literacy	MT-7/55	61
13	Aaishi Malviya Sonal Singh	TURNITIN Plagiarism Software : A Boon to avoid false Authorship	MT-7/75	62
<b>Sub Theme 9 : Comparative LIS Education and Research</b>				
14	Parth Chattopadhyaya Bikash Kumar Halder	Role of Library Associations towards LIS Education with an emphasis on IASLIC in West Bengal : A Study	MT-9/53	63
<b>Sub Theme 10 : Future strategies</b>				
15	Nabendu Das Susmita Chakraborty	Use of Web 2.0 Technology in Libraries and LIS Curricula	MT-10/15	63
16	Rajesh Chutia Rupsikha Choudhury Rima Mani Devi	Application of Advertisement as a tool for promotion of Library and Information Science Education in India	MT-10/23	64
17	Shukla Mallick Basanta Biswas	Web 2.0 tools used in Academic Library	MT-10/41	65
<b>SIG02 : Computer Applications in LIS</b>				
<b>Theme : Data Management in Libraries</b>				
18	Patit Paban Santra Monoswita Samanta	Metadata Schema for Terracotta Cultural Object : Designing a Prototype	MT-SIG02/40	66
19	Arghya Thakur Amit Nath	Data Protection, Privacy and Security Issues : A Discussion	MT-SIG02/59	67



**ABSTRACTS**  
*of*  
**IASLIC 28<sup>th</sup> National Seminar, Santiniketan**

**1 Background : History and development of LIS education**

*Paper Ref :MT-1/81*

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

**Amitabha Chatterjee**, Former Professor & Head, Department of Library & Information Science, Jadavpur University, Kolkata, West Bengal, chatterjeeamitabha@yahoo.co.in

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

*Paper Ref :MT-1/79*

**FIRST THREE NATIONS OF LIBRARY SCIENCE EDUCATION : USA, UK & INDIA**

**Abdul Majid Baba**, University Librarian, Central University of Kashmir, Formerly: University Librarian & Head, PG Department of Library & Information Science, University of Kashmir, J & K State, librarian@cukashmir.ac.in

Librarianship is of late nineteenth century origin. With the growth in the quantity and quality of reading

materials in the World as a whole, the problems of proper arrangement of the reading materials in Libraries was the basic challenge before the Librarians of the nineteenth century. The Library educators had to reconsider the contents, idea and methods of instruction and evaluation in Library education. The traditional course in Librarianship are quite inadequate to meet the challenge of present day requirements during the past five decades, quite a large number of information systems for science and technology as well as in social sciences have developed at the national and international levels. This paper deals with the library science education in USA, UK and India to keep pace with the development and demands.

**United States of America (USA) :** Library education in the United states has been passed through many significant land marks. The first professional association viz the American Library Association was established in 1876; the first professional journal, viz the Library Journal was started in 1876. The credit for the most important event of this period goes to Melvil Dewey being associated with the establishment of the first Library school in the English-speaking world on 5<sup>th</sup> January 1887. The next important landmarks were submission of Williamson Report 1923, formation of Board of Education for librarianship in 1924, establishment of the Chicago School 1926. The Library and information science education has evolved from a flexible and divergent background of higher education in US. It has now developed and transformed over a period of more than hundred years but continued to reflect diversity and varying standards. At present, education programmes are being offered at approximately 75 library schools which are accredited by the ALA Committee on Accreditation.

**United Kingdom:** We trace the history from the 1880s in this paper. Today there are approximately seventeen schools of Library /or information Studies in UK- four in London, two in Loughborough, and one each in Birmingham, Leeds, Liverpool, Manchester, New Castle, Sheffield, Aberystwyth (in wales). Glassglow and Aberdeen (in Ireland).

**India:** S. R. Ranganathan, Father of Library Science, has given the different phases regarding the teaching of Library Science in India. William Allanson Borden instituted a Librarianship course in the State Central Library at Baroda in 1911. Borden left India in 1913. His school did not last long thereafter. The first University level Library School was started in 1915 at Lahore and was again by an American. Asa Don Dickinson in organizing Punjab University Library. Thereafter in 1920s we see the vibrant personality of Dr S R Ranganathan giving his dynamic leadership in India. In 1929, under the banner of the Madras Library Association, Which itself was largely his creation, Dr Ranganathan started a short course in librarianship. In 1931 the Madras University took over this course and conducted it as a certificate course. In 1937 this certificate course was raised by the university to one year post graduate diploma course, which continued till 1961 when it was converted in to bachelor of library science course. Two other library pioneers were responsible for starting library training in Bengal. In 1937, the Bengal Library Association started a summer course under the leadership of Kumar Munindradeb Rai Mahasai, K.M. Asadullah, the Librarian of the Imperial Library, Calcutta started a Library course in 1935. Later several universities started Library Science courses –Banaras in 1941, and Calcutta in 1945. In this period we see the starting of Library science courses in several other universities. Much growth took place in 1980s . Presently there are near about 181+ institutions which offer Library Science education at various levels.

**Keywords :** LIS education, Library schools, USA, UK, India

## **LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA : ISSUES AND CHALLENGE**

**Narendra Lahkar**, Professor, Department of Library & Information Science, Gauhati University, Guwahati, Assam, nlahakar@gmail.com

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

## **REVAMPING LIS EDUCATION IN ASSAM : NEED OF THE HOUR**

**Sanjay Kumar Singh**, Professor & Head, Department of Library & Information Science, Gauhati University, Guwahati, Assam, sksgu1@gmail.com, sksgu1@gauhati.ac.in

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

*Paper Ref :MT-1/26*

## **LIBRARY AND INFORMATION SCIENCE EDUCATION AND RANGANATHAN**

**Samir Baidya**, Student, Department of Library & Information Science, University of Calcutta, West Bengal, samirbaidya440@gmail.com

**Susmita Chakraborty**, Associate Professor, Department of Library & Information Science, University of Calcutta, West Bengal, susmita@caluniv.ac.in

Library and Information Science (LIS) education in India is undergoing a fundamental change in its format. This paper examines the various concepts that are associated with the concept of Library and Information Science education. This paper deals with the LIS education and Dr. S. R. Ranganathan's efforts. In today's public and private sectors, corporate governance is a key focus, and management of libraries, records, archives, and information centers is an increasingly important preoccupation. This implies that the issue of LIS education should not be taken lightly. As the economy grows, the demand for information will propel the demand for LIS professionals because of the need to manage different kinds of documents. It recommends that as LIS education and training seek a wider role in society, there is a need to prepare students for careers in a rapidly changing world. Given the competition now in the field of LIS and the realization of the LIS to remain relevant, the global reorientation has not spared the content. Both education and training are essential to ensure optimum performance by practitioners, but the concept of education that is held by the profession needs extension beyond an entry-level qualification to embrace a culture of life-long learning including higher education and research. Academic in higher education plays an important role in making the society strong as stated different policies are adopted in different countries, similarly LIS is a specific subject discipline which support in all educational site through library system. The library schools have failed to develop the knowledge and skills relating to the use of various information techniques among students & and also users. The goal of library and Information science education is the preparation of personnel for the task of successful presentation at different levels of competence in different types of libraries with an insight into the role of these libraries in a fast changing society. The paper discusses the challenges in Library Information Science education in India. It deals with the preparing LIS graduates for management roles to support national and economic development in all over India. The paper also discusses Dr. S.R. Ranganathan's contribution about Library and Information Science education. Dr. Ranganathan began a mission for librarianship. He began to reorganise the University Library. His first concern was to attract more readers to the library and provide facilities for them. He took it upon himself to educate the public on the benefits of reading to one's society and to oneself. He used mass media to make the library hub of activity. Within the library, Ranganathan initiated behind the scene work in several aspects of initio. Here emerged the five laws of library science, the colon classification, the classified catalogue code and the principles of library management. Active reference service began to blossom. Ranganathan designed a functional library building near Madras beach. The efforts of S. R. Ranganathan in LIS research is most valuable. His

works guide to some of the fundamental and theoretical principles any also discuss the recent emphasis given on e-learning in LIS education in India. The paper recommends constant training of LIS educators ,research scholars ,adequate Information Communication to be acquired. The discussion is limited to teaching research and course content through learning.

**Keywords :** Library and Information Science (LIS) education; present status; scenario; historical development; S.R.Ranganathan; LIS education in India.

*Paper Ref :MT-1/57*

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

**Paromita Debnath**, Librarian, Nawpara Rupdaha High School (H.S), Dhubulia, Nadia, West Bengal, paromita\_debnath@yahoo.com

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 20<sup>th</sup> 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.

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

**Rajani Kanta Barman**, Professor, Department of Library & Information Science, Gauhati University, Assam, r.k.barman.gu@gmail.com

**Kukila Goswami**, Research Scholar, Department of Library & Information Science, Gauhati University, Assam

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 12<sup>th</sup> to 17<sup>th</sup> 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 8<sup>th</sup> 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

*Paper Ref : MT- 1/61*

## **LIS EDUCATION SCENARIO IN CENTRAL UNIVERSITIES: A STUDY BASED ON THEIR WEBSITES**

**Jitendra Kumar**, Assistant Librarian, National Institute of Technology Durgapur, West Bengal,,  
jitendrakumar.shg@gmail.com

**Ajay Kumar Sharma**, Assistant Librarian, Sardar Vallabhbhai National Institute of Technology, Surat, Gujarat,  
aks4svnit@gmail.com

LIS education in the country is imparted by a large number institutions. Seventeen central universities are also among them. The present study focuses on the status of LIS education system in those universities. Data have been collected from UGC website as well as the websites of the respective universities. Analysis of data has revealed that out of 17 universities, 11 universities conduct Ph D programme, 5 universities conduct M Phil programme, 8 universities conduct 2-year integrated MLIS course, and 9 universities conduct one year MLIS and one year BLIS courses. Only Central University of Gujarat and IGNOU offer Post- Graduate Diploma course in Library Automation and Networking (PGDLAN), whereas Mahatma Gandhi Central University offers two-year diploma course in LIS. No university offers certificate course in LIS. It is also found that out of 17 universities seven universities are among 100 top universities in India according to National Institutional Ranking Framework, among which three are placed among the top 10 universities. Since data collection was affected due to insufficient information available on the websites of the universities concerned, it has been suggested that the LIS departments of all the universities should maintain separate web pages on the websites of concerned universities providing all needed information. It has also been suggested that detailed syllabi of the courses being run by the respective departments should be displayed on the departmental web pages.

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

*Paper Ref: MT-1/74*

## **DEVELOPMENT AND GROWTH SCENARIO OF LIS EDUCATION AND JOURNALS IN INDIA: AN OVERVIEW**

**Salil Chandra Khan**, Associate Professor (Former), Department of Library & Information Science, Rabindra Bharati University, West Bengal, sckhan@rediffmail.com

**Ranajit Kumar Mandal**, Librarian, Ghatal Rabindra Satabarsiki Mahavidyalaya, Paschim Medinipur, West Bengal, ranajitkm@yahoo.co.in

Library Science education was started more than a century ago in India. The year 2011 was the centenary year of LIS education in our country. On the other hand, the history of Indian LIS journal is also as old as 100 years. Library Miscellany is the first known Indian LIS journal which was published first in 1912 and continued upto the year 1920. Recent advancement in Information Communication Technology (ICT) and development of library consciousness among the people, the importance of professional training is being identified that produced trained library professional for providing quality library and information services. LIS schools have more emphasis towards developing technical and managerial skills through the LIS education in the country. This paper examines development and growth scenario of LIS education and journal in the country. The aim of this study is to assess different levels of courses and of various



durations, the publication year of LIS journals, mode of publication and its frequency level and it also discusses the language of publication. This study also discusses on the periodical literature on LIS education. The relevant sources collected from recently published articles in the LIS journals, LIS associations' websites and web sites of universities. It is found that LIS education scenario in the country and development of LIS education and growth of LIS journals were increased in India. It is also found that before independence there were five universities which had provision for the both diploma and post graduate diploma in library science in their academic programmes. Scholarly journals in the field of LIS have been growing gradually as new facts are added to the subject progressively due to interdisciplinary approach and information tsunami. The study found that from 1912 to 2016 nearly 200 periodicals appeared in India and about half of them are inactive. However, Library and Information Science subject is a full-fledged discipline in the country presently.

**Keywords :** LIS education, LIS journals, LIS courses, LIS associations, Libraries, Universities, Institutions, Higher education.

## 2 General considerations

*Paper Ref : MT- 2/14*

### **MEASURING OF LIBRARY AND INFORMATION SCIENCE EDUCATION IN GOVERNMENT UNIVERSITY WITH RESPECT TO NORTH EAST REGION THROUGH WEBSITE ANALYSIS**

**Bikramaditya Barman**, Assistant Professor, Department of Library & Information Science, University of Science and Technology, Meghalaya, barmanbikramaditya215@gmail.com

**Gouri Sankar Karmakar**, Librarian, Pandu College, Guwahati, Assam, gourisankarkarmakar@gmail.com

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

### **3 Infrastructure requirements**

*Paper Ref : MT- 3/56*

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

**Milan Kumar Sarkar**, Librarian, K D College of Commerce & General Studies, Midnapore, West Bengal, milansarkar64@yahoo.com

**S B Banerjee**, Formerly Deputy Manager (Information), Hindusthan Paper Corporation Limited, Kolkata, West Bengal, Guest faculty of VU, CU, KU & B Schools & Academic Counselor, IGNOU, sbbanerjee1933@gmail.com

**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

#### **4 Curriculum design, development and evaluation paper**

*Paper Ref : MT- 4/22*

##### **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**, Librarian, Deshabandhu Mahavidyalaya, Paschim Burdwan, West Bengal, samayita\_634@rediffmail.com

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, 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.

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

**Sibsankar Jana**, Assistant Professor, Department of Library & Information Science, University of Kalyani, West Bengal, sib\_jana@yahoo.com

**Anusua Bose**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, anubose1993@gmail.com

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 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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

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

**Pijush Kanti Jana**, Professor, Department of Library & Information Science, Vidyasagar University, Midnapore , West Bengal, pkjanavu@gmail.com

**Sudeshna Panda**, Research Scholar, Department of Library & Information Science, Vidyasagar University, Midnapore, West Bengal, sudeshnapanda2014@gmail.com

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, 23<sup>rd</sup> Edition has been introduced in the syllabus from the session 2012-13 in place of its 19<sup>th</sup> 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

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

**Sangita Sarkar**, Junior Research Scholar, Vidyasagar University, Medinipur, West Bengal, sangitasarkar324@gmail.com

**Himanish Roy**, Librarian, Prasannadeb Women's College, Jalpaiguri, West Bengal, himanishroy20@gmail.com

**Sourav Mazumder**, Library Assistant, Inspiria Knowledge Campus, Siliguri, West Bengal, smazumderlis91@gmail.com

**Purpose :** The present paper analyses the current 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 spaciouly 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.

## 5 Teachers and teaching methods

*Paper Ref :MT-5/12*

### **INTERNSHIP OF LIS STUDENTS : A CASE STUDY OF JADAVPUR UNIVERSITY, KOLKATA**

**Debashish Mukherjee**, Assistant Librarian, Gr-II, Central Library, Jadavpur University, West Bengal, debashish16@gmail.com

**Udayan Bhattacharya**, Professor & Head, Department of Library & Information Science & Chief Librarian (in charge) Central Library, Jadavpur University, West Bengal, udayanbhattacharya1967@hotmail.com

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

*Paper Ref :MT-5/48*

### **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**, Assistant Professor, Department of Library & Information Science, Rabindra Bharati University, West Bengal, sn2086@gmail.com

**Sutapa Paul**, Student, Department of Library & Information Science, Rabindra Bharati University, West Bengal, ID-sutapapaul333@gmail.com

**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.

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

*Paper Ref : MT-5/49*

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

**Pulak Saha**, Librarian (Superintendent in Services), Central Library, Jadavpur University, Kolkata, West Bengal, pasha.india@gmail.com

The diversity in the information environment now demands playing of multi-faceted role by LIS professionals. Varieties of LIS professionals are needed for different kinds of work – starting from repetitive semi-professional jobs to supervisory role – in various types of libraries and information centres. Hence, the challenge before the LIS schools, and mainly the LIS teachers, is to train the future LIS professionals both in traditional practices as well as in modern technologies that are now applied in libraries and information centres. In this context, the paper discusses the qualifications, experience and skills required for becoming a successful LIS teacher. It also stresses the need for updating their knowledge and skills. Further, it discusses the various methods of teaching the subject, specially the modern methods, such as allotting assignments and projects, conducting tutorials, quizzing, and organizing symposia/colloquia, which are suitable for teaching in the new environment. As the subject is practice oriented, the methods of practical training and apprenticeship of LIS students have also been discussed. Finally, the problems faced by LIS teachers have been highlighted and the methods to solve these problems have been suggested.

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



## 6 Open and Distance Learning (ODL) in LIS

*Paper Ref : MT-6/6*

### LIBRARY AND INFORMATION SCIENCE ONLINE COURSES ON SWAYAM : AN APPRAISAL

**Abhijit Chakrabarti**, Librarian, Banwarilal Bhalotia College, Asansol, West Bengal, knowledgeavi@gmail.com

**Sukanta Maji**, Department of Library & Information Science, The University of Burdwan, West Bengal, sukantamaji500@gmail.com

**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.

*Paper Ref : MT-6/10*

## **MOOCS AS AN INSTRUMENT TO ENHANCE THE SOFT SKILLS OF THE LIBRARY PROFESSIONALS**

**Preeti Sharda**, Librarian, Regional Institute of English, Chandigarh, sharda.preeti@gmail.com

**Manisha Gupta**, Librarian, Govt. College of Art, Chandigarh, guptagca10@gmail.com

Continuous skill development is the key to success in any profession. The same is true in case of library profession too. Library professionals have witnessed tremendous changes in the libraries in recent times as the format of information sources has been changing, so also the needs of library users. Librarians play an important role in facilitating maximum utilization of the available information sources and availability of the right information to the right user at the right time. To achieve this level of quality, library professionals need to develop soft skills in addition to the technical skills. Soft skills characterize certain career attributes that individuals may possess, such as team skills, communication skills, leadership skills, customer service skills and problem solving skills. Soft skills are nothing but the “personal attributes that enable someone to interact effectively and harmoniously with other people”. A Massive Open Online Course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance. It is the mode of online distance learning. It is aimed at large-scale interactive participation and open access via the web. MOOCs can play as an important instrument to enhance the soft skills of the library professionals. In this paper, an effort has been made to familiarise the significant soft skills which can help the library professionals to achieve excellence. The paper also gives an insight into how the MOOCs can be used to acquire the required soft skills. It also discusses the available courses on soft skills provided through MOOC platform which can help the library professionals to enhance their soft skills.

**Keywords :** Soft Skill, Library Professional, MOOC, Library Professional

*Paper Ref : MT-6/30*

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

**Dipshikha Mukherjee**, Student, Department of Library & Information Science, University of Calcutta, West Bengal, dips.mukherjee1@gmail.com

**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.

*Paper Ref : MT-6/42*

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

**Md Ajimuddin SK**, Librarian, Seth Soorajmull Jalan Girls' College, Kolkata, West Bengal, ajim.sk10@gmail.com

**Sibsankar Jana**, Assistant Professor, Department of Library & Information Science, University of Kalyani, West Bengal, sibs\_jana@yahoo.com

**Md. Azizur Rahman**, Deputy Librarian, Jatiya kabi Kazi Nazrul Islam University, Trishal, Mymensingh, Bangladesh, azizknu74@gmail.com, azizknu@yahoo.com

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.

*Paper Ref : MT-6/45*

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

**Sayani Mukherjee**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, sayani.mukherjee22@gmail.com

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

## **MOOCS AND LIS EDUCATION: INDIAN SCENARIO**

**Pratyusha Mukherjee**, Librarian, Khalisani Mahavidyalaya, Chandannagar, Hooghly, West Bengal,  
pratyusha01@gmail.com

**Kankan Kumar Chowdhury**, Librarian, Bidhan Chandra Krishi Viswavidyalaya, Kalyani, West Bengal,  
librarian.bckv@gmail.com

Massive Open Online Courses (MOOCs) is a relatively new term that provides greater learning opportunity for students. MOOCs is becoming a popular online platform through which learning content is delivered over the internet to the students who are intended to do the course at no cost and with no age boundaries. MOOCs provide large scale interactive participation via the web that makes us connect with the world and increases access to higher education. Students, teachers and the other stake holders in the education sector have accepted the importance of MOOCs and so its demand is increasing all over the world. In this paper the authors tried to present an overview of MOOCs in LIS education in India.

- Features of MOOCs : a) It is a 4 quadrant e-learning system with e- tutorial, e-content, web resources and self assessment. b) Duration of the courses is predominantly short (4-6 weeks). c) There are national coordinators assigned by the Ministry to take care of the different sectors of MOOCs.
- National MOOCs COORDINATORS : UGC, NPTEL, CEC, IGNOU, CBSE NCERT, AICTE, IIMB and NITTTR.
- MOOCs Platforms in India : NPTEL, mooKIT, IIT BombayX, SWAYAM, WizIQ

The paper presented a comparison among the main MOOC providers in India. NPTEL is a profit making organization and takes charges for certification, whereas mooKIT, IIT BombayX and SWAYAM are non profit making organization and do not take any charges. While most of the providers offer courses in English, SWAYAM which is an initiative by MHRD, Govt. of India offers courses in our national language Hindi.

Our country holds the rank of 2<sup>nd</sup> in using MOOCs. Different universities are offering different MOOC courses in India. Among the various MOOC courses this paper tried to present a picture of LIS MOOC courses offered by UGC, IGNOU and other related courses from various organizations. Institutions like IIT Madras, IIT Kanpur, IIT Delhi etc offer courses like artificial intelligence, TQM, e-content development which are very helpful for LIS students and professionals. Library professionals can act as collaborators by providing information about MOOCs or by demonstrating the whole process to the students. This new horizon of education has offered LIS professionals to accept their new roles which are beyond the traditional library job.

**Keywords** : MOOCs, SWAYAM, NPTEL, mooKIT, LIS education

## 7 Library and Information Research

*Paper Ref : MT-7/66*

### **TRENDS OF LIS RESEARCH : INDIAN AND INTERNATIONAL SCENARIO**

**Arjun Dasgupta**, Professor(Retd.), Department of Library & Information Science, University of Calcutta, West Bengal, arjundasguptakol@gmail.com

The rise and development of social sciences after the Second World War has been caused by the emphasis of research on coping with the world of the present as well as of the future. Library & Information Science, which is a part and parcel of social sciences, refer to those fields of learning and research that involved man with his culture and his relationship with his environment. The present paper traces the development of Library & Information Science right from the second and third decades of the twentieth century, at the time when it was not recognized as a full-fledged profession and its educational models were moving from training programmes to educational one, up to the present period.

A significant aspect of the international trends in LIS research was its giving more and more attention towards methodological aspect of research. The study of their own national trends in Library and Information Science research, in the advanced countries of the world, actually started during the nineties of the last century. It was during this time when Library and Information Science was developed as a full-fledged profession all over the world. New and varied types of methodologies gradually emerged which helped the researchers to gather valid and reliable data. The paper discusses the situation prevailed in places like USA, UK, Australia and some other countries of the world and refers to the problems of qualitative and quantitative approaches in research. It also enumerates a few original research articles published between 2013 and 2018. This paper covers both international and national trends of LIS research. While discussing on Indian situation, of LIS research trends, the paper first mentions to the theses awarded between 1957 to 2008 by different Indian universities and particularly on 'State-wise analysis of degrees' awarded in LIS during the period. It also covers the research work done in various subjects in LIS discipline. It further shows the research trends of LIS in India between 2009 and 2012 along with the subject areas covered during the period. The paper cites the recent trends in the development of subject areas in journal articles, during 2014-2017, taking examples from IASLIC BULLETIN, a well-known peer-reviewed periodical of our country. The present paper also covers the topics of Seminars and Conferences in LIS field, organized by different academic bodies and institutions in India to show the recent trends in LIS research of our country.

**Keywords :** LIS Research, Research trend, India, International

*Paper Ref : MT-7/8*

### **APPLICATION ORIENTED RESEARCH AND EDUCATION IN LIS : RELEVANCE AND NEED**

**R Raman Nair**, Centre for Informatics Research and Development, Thiruvananthapuram, Kerala, ramannair.r@gmail.com

**M Jayapradeep**, Librarian, Sri. Vellappally Natesan College of Engineering, Mavelikkara, Kerala, mjayapradeep@gmail.com

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

**Paper Ref :** MT-7/11

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

**Sanku Bilas Roy**, Librarian, Jadavpur University, Kolkata, West Bengal libraryghc2015@gmail.com

**Abhijit Mukhopadhyay**, Assistant Librarian Gr-II, Central Library, Jadavpur University, Kolkata, West Bengal, abhijit.ju55@gmail.com

**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 quantitative methodology has been followed using excel 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 dominance 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

## 8 Quality assurance and accreditation of LIS schools and courses

*Paper Ref :MT-8/1*

### IDENTIFICATION OF SKILLS REQUIRED BY NEW AGE LIBRARY AND INFORMATION PROFESSIONALS IN INDIA

**Anasua Ghosh Bag**, Librarian, Harimohan Ghose College, Kolkata, West Bengal, [anasua.85@gmail.com](mailto:anasua.85@gmail.com)

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

*Paper Ref :MT-8/80*

### **EMPLOYABILITY VIS-À-VIS PROFESSIONAL SKILLS IN LIBRARY SERVICES : CHALLENGES FOR DEVELOPING HUMAN RESOURCES**

**Nimai Chand Saha**, Deputy Librarian, Central Library, Visva-Bharati, Santiniketan, West Bengal, ncsaha.72@gmail.com, nimaichand.saha@visva-bharati.ac.in

**Introduction :** Earlier library had to serve limited/physical users in a particular time, but now-a-days library has to serve global/virtual users in round the clock .Earlier libraries were based on print media, but now-a-days e-resources are dominating in libraries.

**Scope of Employment :** In the knowledge society, the demand and importance of library services are growing rapidly. Consequently, job opportunities for librarians are becoming varied in nature. Career opportunities for library professionals have been expanded too. They can find jobs in different sectors like, Public/Government libraries, Academic institutions, Private organisations and Special/ Research libraries, Photo/film/radio/television libraries, Information /documentation centres, Museums and galleries etc. Again, based on the positions and nature of duties & responsibilities professionals may be involved in different hierarchy e.g. Librarian, Deputy Librarian, Assistant Librarian, Information Scientist, Junior Librarian/ Professional, Assistant Librarian Grade-I, Junior Librarian/ Professional Assistant/, Semi-Professional Assistant/ Assistant Librarian Grade-II/ Library and Information Assistant; Library Assistant; Library Attendant and so on.

**Skill requirements :** To cater the library services in the present society, library and information professionals need to equip themselves with knowledge and skills of handling tools and techniques. Communication skills, Subject knowledge, Professional skills, ICT skills, Research skills are a few to mention here.

**Users' expectations :** Users expect that library professionals will be able to answer each of their queries. For the purpose, librarians need to collect, process, organize and preserve information and disseminate the same on requirement of the users by using recent technology and fulfil the expectations of the user's community.

**LIS Schools :** In the changing environment, the LIS schools need to plan to revamp their curriculum in such a way that human resources are produced to serve the varied need of the clientele. The LIS schools

are required to appraise the employability status of LIS trainees in the job market and accordingly develop competencies to cope with employability. Thus LIS schools are facing multifaceted challenges.

In this context, the present paper is an attempt to represent the scope of employment and required skills to render library services. It also tries to mention concern duties and responsibilities. Challenges to LIS schools for producing library professional in a befitting manner to meet the requirements of the library clientele are also discussed in detail.

**Keywords :** Employability, Skill Requirement, Users' Expectations, Challenges to LIS Schools, LIS Trainees.

## 9 Comparative LIS Education and Research

*Paper Ref :MT-9/17*

### ROLE OF IFLA IN LIS EDUCATION

**Susmita Chakraborty**, Associate Professor, Department of Library & Information Science, University of Calcutta, West Bengal, susmita@caluniv.ac.in

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 around the world. 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.

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.

It has been found that IFLA Statutes 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.

**PRESENT INFRASTRUCTURAL SCENARIO OF LIS EDUCATION IN  
UNIVERSITIES OF BANGLADESH**

**Md. Azizur Rahman**, Deputy Librarian, Jatiya kabi Kazi Nazrul Islam University, Trishal, Mymensingh, Bangladesh, azizknu74@gmail.com, azizknu@yahoo.com

**Sibsankar Jana**, Assistant Professor, Department of Library & Information Science, University of Kalyani, West Bengal, sibs\_jana@yahoo.com

**Md Ajimuddin SK**, Research Scholar, Department of Library & Information Science, University of Kalyani, West Bengal, ajim.sk10@gmail.com,

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 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.

**Keywords :** LIS education, LIS curriculum, LIS Infrastructure, LIS Department, University, Bangladesh.

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

**Madhushree Dutta**, Research Scholar, Department of Library & Information Science, Rabindra Bharati University, West Bengal, madhushreedutta2007@gmail.com

**Sonali Dutta**, Department of Library & Information Science, Rabindra Bharati University, West Bengal, isonalidutta210@gmail.com

**Hirak Samadder**, Department of Library & Information Science, Rabindra Bharati University, West Bengal, hiraksamadder@gmail.com

**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. 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 LIS department those are considered here is founded before 2010 and those are providing 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 ratio, Terminals with student ratio, Teacher student ratio, Departmental publication etc.

**Findings :** Study reflects 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.

**Keywords :** LIS education, LIS curriculum, LIS Educational Infrastructure, , LIS Department, University, West Bengal

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

**Bibek Mahata**, Research Scholar, Department of Library & Information Science, Vidyasagar University, West Bengal, bibek.mahata88@gmail.com

**Dyuti Samanta**, Librarian, Raghunathpur College, Purulia, West Bengal, dsamantalis@gmail.com

**Purpose** : This 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 LIS students are considered as input of this LIS education system. However in this study an attempt is made 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. The following points have been 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

## 10 Future strategies

*Paper Ref :MT-10/76*

### **LIS EDUCATION IN THE AGE OF DISRUPTIVE TECHNOLOGIES : INHIBITIONS AND PROPOSITIONS FOR DEVELOPMENT**

**S B Banerjee**, Formerly Deputy Manager (Information), Hindusthan Paper Corporation Limited, Kolkata, West Bengal; Guest faculty of VU, CU, KU & B Schools, Faculty and Academic Counselor, IGNOU, sbbanerjee1933@gmail.com

Libraries are in existence in the modern society so also LIS education for nurturing the libraries to serve the society best. Efforts and exercises are frequent to make the libraries actively and exclusively supporting units for all social activities. Forerunners of the society are very much pragmatic to say, in emphasizing the need for libraries, that “**a country that reads, actually leads**” and also that “**no society can advance beyond a certain point without effective access to its collective memory of records, or, conversely an advanced society that loses control of these records will regress**”. The quest today is to unfold to what extent the libraries do serve all segments of the society and to make an overview of the state of LIS education to excel the LIS professionals in the system. A close look to the course programmes, syllabuses of the LIS education imparted in the universities indicate that LIS Schools, except DRTC and erstwhile INSDOC, now NISCAIR, concentrate, to a large extent, to develop manpower to suit them mostly to the academic and public libraries, overlooking the type of information manpower required in other sectors namely the Government Secretariat, Departments, Business and Industries, Trade and Commercial Houses, Laws and Regulatory Bodies, Hospitals and Medical Institutions etc., may be because there has not been any intensive information audit yet to assess the information needs of different segments of the society. Significantly as well nonuse and inappropriate use of libraries are being voiced often on the one hand, and induction of new conducive technologies for digitization, automation, networking of the libraries etc. are in rapid paces on the other. These conducive technologies, betterly termed as disruptive technologies have brought about a jerking to the functioning of the libraries at all sectors. This paper aims to undertake an in-depth study to unfold the information requirements of different segments of the society and to indicate the LIS education to restructure its courses accordingly. Curriculum programme of any course being the vital instrument to manifest the quality of the course, this paper also aims to suggest redesigning the curricula.

**Keywords** : LIS education, LIS syllabus, Technology, Future trend

*Paper Ref :MT-10/5*

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

**Piyali Ghosh**, Research Scholar, Department of Library & Information Science, Jadavpur University, Kolkata, West Bengal, piyalighosh1982@gmail.com

**Tarun Kumar Mondal**, Assistant Professor, Department of Library & Information Science, Jadavpur University, Kolkata, West Bengal, tkm\_ju@yahoo.com

**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

*Paper Ref :MT-10/33*

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

**Paulomi Saha**, Librarian, Kolkata Teachers' Training College, Kankinara, West Bengal,  
paulomisaha@gmail.com

**Anirban Dutta**, Junior Research Fellow, Department of Library & Information Science, University of Kalyani, West Bengal, ani000@outlook.com

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

*Paper Ref :MT-10/34*

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

**Parthasarathi Mukhopadhyay**, Professor, Department of Library & Information Science, Kalyani University, West Bengal, psmukhopadhyay@gmail.com

**Mondrita Mukhopadhyay**, Student, Department of Library & Information Science, Kalyani University, West Bengal,

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.

*Paper Ref :MT-10/71*

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

**Kshirod Das**, National Institute of Technology Rourkela, Odisha , daskshirod@gmail.com

**R K Mahapatra**, Department of Lib. & Inf. Science, Tripura University (A Central University) Suryaminagar, Agartala, Tripura, rkmahapatra@tripurauniv.in

**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

## **SIG01 : Social Sciences Information**

**Theme : Rabindranath Tagore's vision on Libraries and its relevance in new era**

*Paper Ref :MT-SIG01/3*

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

**Antara Chakraborty**, Research Scholar, Department of Library and Information Science, Jadavpur University, West Bengal, antara\_bolpur47@rediffmail.com

**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 documents can 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 future researchers working on similar and related topics.

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

*Paper Ref :MT-SIG01/4*

### **RABINDRANATH'S PHILOSOPHY IN RELATION TO LIBRARY**

**Kabita Mukhopadhyay**, Barsul (U), Purba Bardhaman, West Bengal, kabitamukherjee23@gmail.com

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 mentions 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 like 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 self 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 as a small by its physical set up only but by its variety of collection. In the concept of Rabindranath, library is just like 'Sapta Samundra', which surrounds the whole world like a garland, the world of knowledge enclosed the remote place of the world like overblowing water of seas.

According to Tagore, if the Librarian has a hospitable quality of mind, he then 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 also 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.

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

**Subhra Banerjee**, Assistant Librarian, Heritage Institute of Technology, Kolkata, West Bengal, subhra.banerjee@heritageit.edu

**Binod Bihari Das**, Former Chief Librarian, Jadavpur University, West Bengal and Library Advisor, Heritage Institute of Technology, Kolkata, West Bengal, binodbihari.das@heritageit.edu

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.

*Paper Ref :MT-SIG01/54*

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

**Koushik Ghosh**, Assistant Librarian, Central Library, Visva-Bharati, West Bengal, koushik.ghosh@visva-bharati.ac.in

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 programme 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 illiteracy and the basic provider of information for reconstruction. It is to be concluded that without library services rural development activities are not possible.

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

**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**, Librarian, Rajarhat High Madrasah (HS), D H Road, Rajarhat, West Bengal, kajalhossen96@gmail.com

**S B Banerjee**, Formerly Deputy Manager (Information), Hindusthan Paper Corporation Limited, Kolkata, West Bengal, Guest faculty of VU, CU, KU & B Schools & Academic Counselor, IGNOU, sbbanerjee1933@gmail.com

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.

## **RABINDRANATH TAGORE AND HIS THINKING ABOUT RURAL RECONSTRUCTION AND RURAL LIBRARIES**

**Parna Ghosh**, Librarian, Saheed Kshudiram College, Alipurduar, West Bengal moulibrarian1@gmail.com

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 paper searches about Tagore's thought regarding library. He specially wrote two essays entitled "Library" and "Librarrir Mukkyo Kartoby" 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

## **COMMUNITY EDUCATION THROUGH RURAL LIBRARY: TAGORE'S THOUGHT AND ACTION**

**Sanat Bhattacharya**, Assistant Librarian, Visva Bharati, Santiniketan, West Bengal, sanatkbh@yahoo.co.in, sanat.bhattacharya@visva-bharati.ac.in

**Nimai Chand Saha**, Deputy Librarian, Central Library, Visva Bharati, Santiniketan, West Bengal, nimaichand.saha@visva-bharati.ac.in, ncsaha.72@gmail.com

This paper is trying to discuss Rabindranath Tagore's concept of community development or village reconstruction work through village libraries. Tagore's personal experience of village life came when he

was about thirty years of age. According to his father's order 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 order to understand his thoughts, we should know his works for rural reconstruction in the surrounding villages of his Santiniketan School and Visva-Bharati University in rural Southern Bengal. He always said that real education is something that enables one to stand on one's own feet. Tagore with this above thought developed Institute of Rural Reconstruction in 1922 at Surul at a distance of about three kilometres from Santiniketan. It was formally inaugurated on 6<sup>th</sup> February 1922 with Leonard Elmhirst as its first Director.

The Institute of Rural Reconstruction has separated into three different sub-institutes, such as: (153)

- I. Institute of Rural Reconstruction
- II. Institute of Agriculture and
- III. Siksha-Satra

The Institute of Rural Reconstruction extended its library facilities to the neighbouring fifty-one villages of eight Panchayet areas in two Blocks, viz. - Bolpur-Sriniketan and Illambazar. The work of rural reconstruction was a pioneering endeavour to redeem the neglected village. He started learning handicrafts at Silpa-Sadan but the main aim was to bring back life in its completeness to the villagers and help people solve their own problems instead of depending on others. Free education through library was the main motto of Tagore. To maintain lifelong and continuing education of the villagers the following library services are provided by the Institute of Rural Reconstruction:

- I.a) Palli Samgathan Vibhaga Library
- I.b) Chalantika or Circulating Library
- I.c) Area and Feeder Libraries
- I.d) Village Libraries
- I.e) Mobile Library and
- I.f) Jana Siksha Nilaya Library (20)

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.

The purpose of this paper is to analyze 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 or Circulating Library, Area and Feeder Libraries, Jana Siksha Nilaya Library, Mobile Library, Village Libraries



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

**Partha Pratim Ray**, Deputy Librarian, Visva-Bharati, Sriniketan, West Bengal, ayparth1@hotmail.com

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

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

**Mayuri Das Biswas**, Head Librarian, J. D. Birla Institute, Kolkata, West Bengal, mayuridasbiswas@gmail.com

**Pijushkanti Panigrahi**, Professor, Department of Library & Information Science, University of Calcutta, West Bengal, panigrahipk11@gmail.com

**Purpose :** This paper traces the roots of Distance Education (DE) and how it flourished in rest of the world including India. It also mentions the general characteristics of an Open and Distance Learning (ODL) system. It 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 his concept of 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 ODL system prevailing today. The findings from the features of present ODL system in India highlight the excellence of its vast education system, the variety of its courses and strong student support which stretched the graph of Gross Enrolment Ratio to an appreciable height. The comparative analysis between the Lok Siksha 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 functional system of ODL imparted by the existing universities and its relevance with Tagorean concept. Finally, several innovative measures have been suggested to enrich the prevailing ODL system and enlighten the path of literacy throughout India which might help the administrators and policy makers to revise, amend and strengthen the system further.

**Keywords :** Distance Education, Loksiksha Samsad, Open Distance Learning, People's Education Council, Tagorean approach.

## **SIG02 : Computer Applications in LIS**

**Theme : Data Management in Libraries**

*Paper Ref :MT-SIG02/39*

### **TOWARDS LINKED DATA PRINCIPLE IN LIBRARIES WITH THE HELP OF MARC**

**Pompa Bhadra**, Librarian, Tehatta High School, Tehatta, Nadia, West Bengal, pom251288@gmail.com

**Manab Ghosh**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, ghoshmanab103@gmail.com

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.

*Paper Ref :MT-SIG02/46*

### **PATENT REPOSITORY AND INFORMATION SHARING ISSUES : AN INDIAN PERSPECTIVE**

**Moumita Ash**, Librarian, Vidyasagar College for Women, Kolkata, West Bengal, ashmoumita@gmail.com

**Pijushkanti Panigrahi**, Professor, Department of Library & Information Science, University of Calcutta, West Bengal, panigrahipk11@gmail.com

**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 21<sup>st</sup> 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

*Paper Ref :MT-SIG02/72*

### **LINKED OPEN DATA INITIATIVES IN PUBLIC LIBRARIES**

**Mayukh Biswas**, Assistant Professor, Department of Library & Information Science, University of North Bengal, West Bengal, mayukhbiswas@hotmail.com

**Pijushkanti Panigrahi**, Professor, Department of Library & Information Science, University of Calcutta, West Bengal, panigrahipk11@gmail.com

**Purpose :** With the introduction of RDA (Resource Description and Access) in cataloguing, XML and Semantic Web technologies on the general web, the idea of creating links between data that is able to be understood by computers has been growing in popularity. Information, at present, is found in both library catalogues and on the web. They are human-readable and understandable, but not optimized for computer understanding. Text is put up on the web without any kind of markup to give it structural and semantic meaning. This prevents the automatic linking of one informational bit to another. Fixing that issue is the focus of the Semantic Web in general and linked data in particular.

**Design :** Linked Open Data (LOD) for many professionals are synonymous with the Semantic Web and is mistaken interchangeably. Though both of these terms are somehow interrelated or connected, but are not same. With the help of LOD, we are now able to realize a major milestone in handling the Web of Data which is primarily focused on the heuristic usage preferred by the users of public libraries. It is mostly focussed with the aim to develop a logical relationship among the ocean of data to deliver precisely with the focus on providing precise data when queried. All of them is targeted to link these data automatically in such a way that computers do most of the linking automatically without any human or manual intervention. In order to make them a reality, there must be precise and accurate standards how these data are to be stored in the databases, so that the system not only understands them but also develop direct and derived relationships from the existing ones.

**Findings :** In the Semantic Web the “O” in LOD plays a key role in extending a dimension to “LD” and the “Semantic Web”. Due to restrictive licensing or other closed and restrictive practices, the Semantic Web in many instances is unable to reach its full potential in some places or the other. The idea of LOD is still a fancy term in the library and information science field. The likely causes are lack of domain specific skilled manpower and monetary constrains to employ the required resources. The data that we find on the Web is mostly protected by copyright laws and hence the implication becomes difficult at times. Data that we encounter on the Web are generally “digital natives” or “digital immigrants” and eventually they have developed a symbiotic relationship to co-exist with the social web make use of the best strategies to develop “openness”.

**Value :** The idea of social data is based on the pillars of Social Web but the idea of Linked Data is a

derivative of practices and rules based on the Semantic Web. This paper deals with the concepts of LOD and other aspects with reference to its usage in the field of Library and Information Science (LIS) and allied application in libraries of private, commercial and academic institutions.

**Keywords :** Linked Open Data, RDF, interoperability, Semantic Web, Data migration, LOD in Public Libraries, Frameworks.

## POSTER PRESENTATION

### 1 Background : History and development of LIS education

*Paper Ref :MT-1/16*

#### RECENT TRENDS OF LIS EDUCATION IN EASTERN INDIA

**Sonali Gayen**, Student, Department of Library & Information Science, University of Calcutta, West Bengal, sonaligayen2@gmail.com

**Susmita Chakraborty**, Associate Professor, Department of Library & Information Science, University of Calcutta, West Bengal, susmita@caluniv.ac.in

During the last two decades, library and information service sector has witnessed lots of changes caused by both internal and external factors. The changes relating to the core areas of library and information profession, such as library operations and services and users' information seeking behaviour have inevitably affected education of library and information professionals. Library and information job market now needs a new breed of professionals who possess relevant capabilities and competencies in the changed environment. In this context, the authors of the paper have tried to show how far the LIS schools of eastern India have been able to meet the challenges posed by the new environment.

**Keywords:** LIS Education, Job Market, Eastern India

*Paper Ref :MT-1/21*

#### LIS PROFESSION AND LIS EDUCATION IN INDIA : SOME ISSUES AND PROBLEMS

**Tapan Barui**, Assistant Professor, Department of Library & Information Science, University of North Bengal, Darjeeling, West Bengal, tapanbarui13@gmail.com

**Suparna Naskar Barui**, Librarian, Kandi Raj College, Kandi, Murshidabad, West Bengal, suparna.naskar0@gmail.com

**Shiladitya Bhunia**, Student, Department of Library & Information Science, University of Calcutta, West Bengal, shiladityabhunia@gmail.com

Library and Information Science is a now a known subject in academic community. It is being taught for more than a century in various institutions in India. The individual institutions follow syllabi of their own

and the quality of teaching also varies from institution to institution. It creates differences in the skills acquired by the professionals within the country and even within a state. The purpose of this paper is to analyze the factors causing weaknesses of library and information profession in India in terms of quality of education, employment system and career development of its members. It also provides an overview of the current status of LIS education in India, examines the implications of the rapid growth of this field, mentions significant issues and problems and suggests probable solutions of those problems.

**Keywords :** LIS Education, LIS Curriculum, Library Professionals, India

*Paper Ref :MT-1/27*

### **GENESIS AND PROGRESS OF LIS EDUCATION**

**Prativa Mondal**, Student, Department of Library & Information Science, University of Calcutta, West Bengal, prativawb.in@gmail.com

LIS education began under the patronage of the erstwhile Maharaja of Baroda when he invited an American librarian to set up public libraries in the state. After independence, Library Associations in the country continued with the efforts of developing LIS education in India. The discipline got recognition with the introduction of various courses at the university level. It has seen periods of growth and maturation. The recommendations of National Knowledge Commission provide an opportunity for reforms and changes in the educational system that needs to be grabbed. Research shows that the expansion of library and information science departments in various universities in India and the rapid adoption of these courses, without resolving the previous problems, is one of causes which has made difficult these courses in the country's higher education system. Although, the Ministry of Science, Research and Technology and Ministry of Health and Medical Education have devoted extensive efforts to improve training and review headlines in recent years, to form appropriate changes in proportion to world progress in this field with implementing necessary reforms, but it is necessary to investigate feedback of reforms and output of universities and graduates and the value of the degrees they have acquired. With this aim, this study examines the effect of a degree in library and information science in this field in India. One of the important missions of higher education is training professional and committed workforce, because skilled and efficient workforce plays a fundamental role in development of any country. In the contemporary world, many of the jobs are based on direct use of information and it. With regard to increasingly specialization of jobs every what more occupations and also becoming expertise necessary for employment micro and detailed, People work as experts in their particular jobs. Librarians and information professionals in created jobs in the field of librarianship and information, as well as other areas, perform their professional activities in new areas of work. These conditions have caused to creation smaller expertise and in return increase in knowledge and skills. On the other hand a rapid development in the areas of employment and advancement of technology has resulted in increased training in LIS. Today in libraries and information centers training is essential for being up to date and effective in performing various tasks. It industry, with multiple products and a variety of employment opportunities, covers a wide range of professional and semi-professional occupations in libraries. Use of technological resources in many libraries, has led specialized and professional works to greater speed and accuracy.

**Keywords :** LIS education-India, LIS education.

*Paper Ref :MT-1/29*

## **A CURSORY LOOK AT LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA : FROM BUDDING TO BLOOMING**

**Moumita Datta Roy**, Librarian, Dumdum Baidyanath Institution (H.S.) Kolkata, West Bengal,  
moumita.dattaroy@gmail.com

Libraries are important social agencies in the growth and development of modern society. The importance of their role is being increasingly realized. This paper deals with the stages of development of LIS education in India starting from its historical perspective to present status. It also outlines the role of several major committees and commissions in LIS education and also the role of National Knowledge Commission in this regard. The recommendation of NKC provides an opportunity for various reforms and changes in the educational system that need to be embraced. The paper also records in a nutshell the role of professional associations and institutions in the development of LIS education. The discipline got recognition with the introduction of various courses at the University level. Over the period of time, this field has also matured a lot. The paper also provides a brief account of information regarding the status of LIS education in the e-learning era of India. The role of distance mode of education is also important here. It has been observed that e-learning has evolved as the most accepted mode of distance education as it adopts new IT-based style of teaching. The Information and Communication Technology (ICT) has compelled the library and information professionals to think accordingly and upgrade the existing educational system in order to cope up with this advancement of technology. Different IT based courses, apart from the formal courses, are emerging for this reason, and these are creating huge changes in the traditional educational system of LIS. It has been observed that many LIS schools have changed their curricula from minor remodeling to full revision, from traditional course to digital course and opened-up for more interdisciplinary and practical oriented courses. In this 'Information' era, e-learning has given much emphasis due to the emanation of internet as a prime form of worldwide communication and information exchange.

An attempt has been made in this paper to review the trends of LIS education in India under three important phases:

- (a) Genesis of LIS education,
- (b) Continuous growth and improvement,
- (c) Current developments due to the onset of Information Technology.

**Keywords** : LIS education, Distance mode, Committees and Commissions- LIS education, Recent Trends, E-learning, MOOC, SWAYAM

*Paper Ref : MT-1/50*

## **LIS EDUCATION IN INDIA IN 21<sup>ST</sup> CENTURY**

**Pulak Saha**, Librarian (Superintendent in Services), Central Library, Jadavpur University, Kolkata, West Bengal, pasha.india@gmail.com

**Abhijit Mukhopadhyay**, Assistant Librarian Gr-II, Central Library, Jadavpur University, Kolkata, West Bengal, abhijit.ju55@gmail.com

Traces the development of LIS education in India and highlights the contribution of Ranganathan in this

sphere. Identifies the challenges and problems that have emerged in the field of LIS education such as proliferation in number of LIS schools, unlimited growth in number of trained personnel, infrastructural inadequacy in LIS schools, continuation of old teaching methods, fall in quality of LIS education, variations in and lack of updating of LIS curricula of different LIS schools, etc. Finally suggests some measures for meeting the challenges and improving the quality of LIS education.

**Keywords:** LIS Education, Library Schools, Problems of LIS Education

### **3 Infrastructure requirements**

*Paper Ref :MT-3/13*

#### **ROLE OF OPEN ACCESS RESOURCES IN LIS EDUCATION AND RESEARCH**

**Karan Kumar**, Indira Gandhi National Open University, Library & Documentation Division, New Delhi, karansippy@gmail.com

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).



## **WEEDING OUT THE TRADITIONAL TRENDS : LIS EDUCATION IN KERALA**

**Shilpa V**, Technical Officer, Library Documentation & Information Division, Centre for Water Resource Development Management, Kerala, shilpavcalicut2014@gmail.com

Librarians remain as an irreplaceable link between the user and right information. Technology has deep rooted impact on all sectors of our life and libraries are no exemption. In the digital environment of internet and connectivity libraries are no longer curtailed to the four walls of a building. IT has influenced the library operations and services to its core. It challenges library profession and its very existence to a great extent. However filtering relevant information from the vast array of print & electronic information resources, understanding the information needs of the user community precisely and providing potential outputs always requires the expert hands of a librarian. With the frenzied pace of technological advancements LIS profession have witnessed hectic changes in the past years and the role of librarian is uplifted to information scientists, knowledge managers, knowledge management specialists, Information analysts and so on.

In the present digital arena, access to information is no longer solely dependent on books and most libraries are equipped with e-books, databases, magazines and seamless digital literature. Managing these ever increasing digital resources is a herculean task which requires sheer technical expertise along with subject knowledge. This paper attempts to evaluate how far the present LIS education is capable enough to frame such resourceful library professionals who are confident enough to face the challenges of digital age and deliver efficient services to user community. This paper discusses why a LIS graduate is under confident to handle a full-fledged library and emphasise the shortcomings of present LIS education, with reference to the state of Kerala. It points out that the present library science curricula lacks the professional approach and is incapable to take up the competences of job market. This paper highlights the need to cast off the traditional teaching learning methods which is woefully inadequate to serve the purpose. The future impact of the library will not just depend on the physical presence of the library, because the resources to satisfy the information requirements of most disciplines will be freely available from anywhere, at any time, on any device and hence as library science professionals we should find new ways to keep afloat in the digital age by rebooting, reinventing and reforming our present Library science education, rectifying the shortcomings.

Librarians remain as an irreplaceable link between the user and right information. Technology has deep rooted impact on all sectors of our life and libraries are no exemption. In the digital environment of internet and connectivity libraries are no longer curtailed to the four walls of a building. IT has influenced the library operations and services to its core. It challenges library profession and its very existence to a great extent. However filtering relevant information from the vast array of print & electronic information resources, understanding the information needs of the user community precisely and providing potential outputs always requires the expert hands of a librarian. With the frenzied pace of technological advancements LIS profession have witnessed hectic changes in the past years and the role of librarian is uplifted to information scientists, knowledge managers, knowledge management specialists, Information analysts and so on.

In the present digital arena, access to information is no longer solely dependent on books and most libraries are equipped with e-books, databases, magazines and seamless digital literature. Managing these ever increasing digital resources is a herculean task which requires sheer technical expertise along with subject knowledge. This paper attempts to evaluate how far the present LIS education is capable

enough to frame such resourceful library professionals who are confident enough to face the challenges of digital age and deliver efficient services to user community. This paper discusses why a LIS graduate is under confident to handle a full-fledged library and emphasise the shortcomings of present LIS education, with reference to the state of Kerala. It points out that the present library science curricula lacks the professional approach and is incapable to take up the competences of job market. This paper highlights the need to cast off the traditional teaching learning methods which is woefully inadequate to serve the purpose. The future impact of the library will not just depend on the physical presence of the library, because the resources to satisfy the information requirements of most disciplines will be freely available from anywhere, at any time, on any device and hence as library science professionals we should find new ways to keep afloat in the digital age by rebooting, reinventing and reforming our present Library science education, rectifying the shortcomings.

**Keywords:** LIS education, Curriculum, Professional competencies, Librarian profession, Digital age, Kerala.

## 6 Open and Distance Learning (ODL) in LIS

*Paper Ref : MT-6/44*

### CONNECTIVITY BETWEEN OPEN EDUCATION RESOURCES (OERS) AND MASSIVE OPEN ONLINE COURSES (MOOCs)

**Jahar Biswas**, Research Scholar, Department of Library & Information Science, University of Kalyani, West Bengal, jaharbiswas12@gmail.com

**Subrata Biswas**, Research Scholar, Department of Lifelong Learning & Extension, University of Kalyani, West Bengal, subratakucl@gmail.com

**Sumitra Mitra Biswas**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, sumikpa@gmail.com

Massive Open Online Courses (MOOCs) is a most important part of e-learning system. MOOCs are an online course which designed at significant interactive contribution and open access via the web. With the classical course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that can help to build for a specific society as the students, professors, and teaching assistants (TAs). MOOCs are current flow that can help to a spared the ideas in distance and open education.

A MOOC is a course that regulates free and open registration, an open-shared set of courses, and open-ended outcomes. MOOCs assimilate social networking, easy to get to online resources, and are advanced by most important learners in the arena of the study. According to learning goals, MOOCs put up on the appointment of learners who self-organize their engagement prior knowledge and skills, and common interests of the learners. MOOCs have achieved to assist huge numbers of online learners, mainly in higher education sector, to grace with their presence free courses and get certificates.

Open Educational Resources (OERs) can be used in a variety of ways in the learning practices because the term of openness and reusability of these resources encourage many users to use these resources in online and massive courses. Open Educational Resources (OERs) are an open license to spread education. The objectives of the system is anyone can easily participate in a very low cost and can enjoy the materials that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks

to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation. There is a particular usage of open file formats in OER. This paper demonstrates connectivity between OERs and MOOCs. OERs and MOOCs are connecting likes Learning communities, Sustainability, Quality Assurance, Legal Issues, Trust and Reputation, Interoperability, Instructional Plan, OER Sharing, Technical Issues, Contribution and Distribution, Verbal Communication, Accessibility.

**Keywords :** Massive Open Online Courses, MOOC, E-learning system, Open Educational Resources, OER.

## 7 Library and Information Research

*Paper Ref : MT-7/25*

### LIBRARY AND INFORMATION SCIENCE RESEARCH IN INDIA– A STUDY

**Jayanta Bhakta**, Assistant Librarian, University of Petroleum and Energy Studies, Dehradun, Uttarakhand, jayantalibrary@gmail.com

**Sanjoy Kar**, Assistant Librarian, Institute of Development Studies Kolkata (IDSK), West Bengal, sanjoykar007@ymail.com

**Trishna Bhui**, ICSSR Research Fellow, Department of Library & Information Science, Vidyasagar University, Midnapore, West Bengal, trishnalibrary@gmail.com

**Purpose :** Library and Information Science (LIS) is a knowledge producing and knowledge utilizing area where a lot of tool subjects like cognitive science, computer science, management science, statistics etc. are associated. As this subject is highly empirical in nature, therefore, an incessant encounter with the happenings of the real field is of prime importance, indeed theory and practice should go hand in hand. As a knowledge producing domain, a lot of LIS professionals are deeply involved in research. The purpose of the research work is to trace the LIS research trend emanating from India in the 21<sup>st</sup> century, which will create awareness to the professionals about the latest issues and motivate for future research.

**Methodology :** The required bibliographic dataset has been collected from India's national level citation database, the Indian Citation Index (ICI). A totality of 2,483 records was retrieved in CSV format during 2006 and 2015. Bibliometric tools and techniques have considered and descriptive statistics methods have employed for analysis. Fractional counting method has been used in every aspect of the study.

**Findings :** The present study reveals that 2,460 unique Indian LIS researchers have contributed 2,483 research papers in seven different categories in the study period and among them, 90.61% (2250) are research articles followed by case study i.e. 3.87% (96). The year 2015 is the most productive year, in which 16.63 % literature have published. SRELS, DJLIT, PEARL, IJILS, IASLIC Bulletin, Library Herald and ALIS are the most preferred journals to the community. The contemporary researchers have published their works in 57 micro areas. Bibliometrics (14%) is the most interested area for the researchers but a few are in the methodological level. Information technology, user studies, digital libraries, library automation, library consortia are also the current research areas. Collaborative research is predominant in this field and it is highly expected that there should be a strong collaboration between practitioners and theoreticians to maintain the balance. Maximum numbers of literature (80%) have been published in closed access (subscription based), whereas a little amount of literature is in open access domain. According to John Dewey, fundamental research is very important for the development of a subject but

unfortunately, after Ranganathan, this kind of research has rarely done.

**Originality/Value :** Quantitative analysis of Indian LIS literature published in Indian journals between 2006 and 2015 has never been done. This study revealed the emerging areas of LIS research, so it will stimulate the future research.

**Keywords :** Library and Information Science, LIS research, Bibliometrics, India

*Paper Ref : MT-7/32*

**A SCENARIO OF THE DOCTORAL RESEARCH IN THE FIELD OF LIBRARY  
AND INFORMATION SCIENCE: TRENDS AND ISSUES IN INDIAN  
PERSPECTIVE**

**Anirban Dutta**, Junior Research Fellow, Department of Library & Information Science, University of Kalyani, West Bengal, ani000@outlook.com

**Sujata Mandal**, Research Scholar, Department of Library & Information Science, University of Kalyani, West Bengal, sujata.lis20@gmail.com

This survey based study work represents that the current status and trends of doctoral degree level research relating to the subject of library and information science in India. The current study aims to understand the trends in Library and Information Science (LIS) research after the analysis of 226 theses covering the period from January 2016 to June 2018 by studying the published and uploaded data in Shodhganga with addition to University News. In Shodhganga there are 755 theses have been uploaded till date by 51 universities all over the country. Maximum contribution has been identified from the southern zone. Karnatak University with Aligarh Muslim University achieved the top to submit their completed and awarded theses to ETD repository. Data have been collected from above mentioned sources and keywords have been assigned to each and every data with the help of standard terms as per Emerald Insight 'Browse by Subject' list where 'Information & Knowledge Management' and 'Library Studies' are categorised separately. Though 'Information and Communication Technology' lies under the term 'Information & Knowledge Management' which have been considered as broader term as no study is carrying out now-a-days without the application of ICT in libraries and the works related to traditional library services lie within the term of 'Library Studies'. Collected data have been grouped and analysed by different parameters to find out its various dimensions. One standardized term has been considered for different terminologies as appeared in the titles of theses. An attempt is made to identify research trends through co-occurrence analysis and keyword frequency analysis method. The study results reveal that Bibliometric / Scientometric had been one of the most popular topics in Indian LIS research. The results also indicate an upward growth in publishing of Information Technology oriented topics like Digital Library, Electronic Resources, and Electronic Journals. In addition to the above subjects, research areas like Information Needs and Seeking, Librarianship, Public Library, Academic Library, Knowledge Management were also found to be in vogue.

**Keywords :** LIS research trends, Keyword analysis, LIS research, Shodhganga, University News.

*Paper Ref : MT-7/36*

## **PLAGIARISM AND RESEARCH ETHICS:USAGE OF URKUND IN THE CONTEXT OF UNIVERSITIES OF WEST BENGAL**

**Shreyasi Sarkhel**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, shreyasinikhilsarkhel5050@gmail.com

**Baishakhi Chakrabarty**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, chakrabarty.baishakhi2014@gmail.com

Plagiarism as a vital problem in research. The main concept of plagiarism is that copying someone's contribution or concept without any permission. Plagiarism is basically destroying the ethical perspective of a research paper. We all know that research is a new invention, so plagiarism must be controlled. In this paper we have tried to describe about the origin of plagiarism word and first case of plagiarism and its usage throughout the changing context, If we try to see the history of plagiarism we found that the word first used by A.D Martial and then it's used by Ben Jonson . Jonson used as 'plagiary'. He tries to describe it's as kidnapper. Martial used the term as "plagiarus that means literacy thrift. some of various ethical principles in order to give a standardize form of a research paper to maintain it's uniformity, how to apply those principles in survey or field work practically in given possibilities and also some problems and solutions regarding maintaining the consistency of own ideas. Research must be unique and the relationship between plagiarism and research inversely proposonal. We have tried to establish a relationship between plagiarism and research ethics and also to give focus to S.R. Ranganathan's Fifth Law: Library is a growing organism i.e. in order to create more innovative knowledge explosion one has to plough his own ideas and lots of hard work and exercise. There are different types of academic and commercial software available in the market which are used for checking the percentage of plagiarism. The different software are popular in its own fields. Among them some allows free checking, some are costly. This paper mainly throws light on the universities of West Bengal, who are under INFLIBNET MoU, can use the free software URKUND provided by UGC, it does not requires money. Basically most of the universities uses URKUND.

**Keywords :** Grammarly, INFLIBNET, Plagiarism, Plagscan, Research ethics, Urkund, .

*Paper Ref : MT-7/55*

## **UNDERSTANDING PLAGIARISM AND RESEARCH ETHICS WITH INFORMATION LITERACY**

**Sanat Kumar Biswas**, Librarian, S.R.L. Mahavidyalaya, Nadia, West Bengal, skb\_srlm@rediffmail.com

Research is a careful investigation or inquiry to search for new facts in any branch of knowledge. It is a process by which a person observes the phenomenon again and again and collects data and on the basis of this collected data prepare research paper. There are some research ethics like, protection of human participants, ensure service interest of individuals, groups or society as a whole and protection of confidentiality etc. Every researcher required to follow and protect those research ethics. This protection also include right to claim the authorship of the work and to restrain any damage in respect of any distortion, mutilation, modification or other act in respect to the work or reputation of the author. On the

other hand, plagiarism is the making use of other people's ideas, words, creative works and expressions without giving credit or otherwise listing the source of the information. If the researcher used any kind of unfair means for completion of research, is called plagiarism. Plagiarism is an academic punishable offence. So, it is important to understand plagiarism and its consequences, and to learn some best research ethics for avoid plagiarism. Therefore, to avoid plagiarism and maintain research ethics, every academic institution has their research guideline. But sometimes students are used to some unfair means to prepare their research paper. They used to this unfair means deliberately or due to negligence, lack of time and lack of information literacy skills. Not only is that, now a day majority of the academic and popular information available in internet. So, internet searching is an easy away to collect information and when the researcher used this information knowingly or unknowingly without proper citation and author affiliation then their research paper fall under plagiarism. Basically majority of the students fall under plagiarism only a lack of understanding as to what plagiarism actually is? So, every institution is required to prepare and introduce an information literacy curriculum to educating their student about fair use of information. Because an information literate person only knows how to gather, use, manage, synthesize and create information and data in an ethical manner. So, information literacy skill helps a researcher to avoid plagiarism and maintain research ethics. Therefore, information literacy or user education programme is required to introduce every research course work curriculum positively. So, this article discusses about plagiarism and research ethics with understanding of information literacy and gives some best practical ideas to help avoid plagiarism and maintain research ethics.

**Keywords :** Plagiarism, Research ethics, Information literacy.

*Paper Ref : MT-7/75*

### **TURNITIN PLAGIARISM SOFTWARE: A BOON TO AVOID FALSE AUTHORSHIP**

**Aaishi Malviya**, Research Scholar, Vikram University, Ujjain, Madhyapradesh, am12579@gmail.com

**Sonal Sing**, Head, School of Library & Information Science, Vikram University, Ujjain, Madhyapradesh

The Main Purpose of this paper is to study about the Information Communication technology used in the area of Research studies. ICT is a boon for sharing the information among like-minded people. But, at the same time it has made easy the copy, paste practice. Thus, to avoid this unhealthy practice of duplication, there is an urgent need to check the plagiarism – The act of Fraud. In research work writing of papers is a learning process for the Research scholars in this way they learn about reading writing research papers related to their own subjects. Plagiarism as a form of cheating, the false assumption of authorship, the wrongful act of taking the product of another person's mind and presenting it as one's own.

In this context my paper is related to the Turnitin plagiarism software. Main motive of the Study about different types of plagiarism software's used for the research study their causes, Occurrence, detection tools, pros and cons of Turnitin software.

**Keywords :** Plagiarism software, Information Communication Technology, Turnitin software.

## 9 Comparative LIS Education and Research

*Paper Ref : MT-9/53*

### ROLE OF LIBRARY ASSOCIATIONS TOWARDS LIS EDUCATION WITH AN EMPHASIS ON IASLIC IN WEST BENGAL : A STUDY

**Partha Chattopadhyay**, Librarian, Hiralal Bhakat College, Birbhum, West Bengal,  
chattopadhyaypartha224@gmail.com

**Bikash Kumar Halder**, Rabindra Mahavidyalaya, Hooghly, West Bengal, bkh.bi@gmail.com

To strengthen the LIS education various attempts have been made by various institutions at different period of time. With the advancement of time LIS education is being also enriched by the introduction of many other subjects such as computer science, statistics, mathematics etc. The main problem of the LIS education is the lack of uniformity in the different departments of the different universities. Library associations particularly in West Bengal have already played a vital role towards LIS education. The role of the IASLIC in this regard is also praiseworthy. Some sort of problems in LIS education may be solved by the active support of Library associations particularly of IASLIC. There are many other associations such as Bengal Library Association(BLA), West Bengal College Librarians' Association(WBCLA) etc. have played a very significant role for LIS education as well as the upliftment of the profession. The evolutionary revolution of the LIS profession particularly in the state West Bengal is discussed here. Various LIS departments have tried their best to establish this profession in the high esteem. But inspite of such efforts there are some loop holes also. Those loop holes are identified in this paper. The primary objective of the Indian Association of Special Libraries & Information Centres(IASLIC) was to support the professionals working in the industrial sector mainly. This is reflected in the logo of the IASLIC also. But gradually IASLIC also extended its activities for the professionals of the other field such as academic as well as public libraries. This association is working effectively at the national level and also involve for the betterment of the LIS education throughout the country. It is expected that being a national level association it should be strengthened accordingly and come forward to remove the problems, ambiguities of this profession immediately so that a high standard LIS professionals can be produced from the different universities and can work in an excellent spirit in different institution in different levels to satisfy their users appropriately in the present digitized environment.

**Keywords** : ICT, LIS education, INFLIBNET, Library Association, BLA, IASLIC

## 10 Future strategies

*Paper Ref : MT-10/15*

### USE OF WEB 2.0 TECHNOLOGY IN LIBRARIES AND IN LIS CURRICULA

**Nabendu Das**, Student, Department of Library & Information Science, University of Calcutta, West Bengal, nabendudas.in@gmail.com

**Susmita Chakraborty**, Associate Professor, Department of Library & Information Science, University of Calcutta, West Bengal, susmita@caluniv.ac.in

Modern world is presently fully dependant on technological tools. Information technology opens a world of new service opportunities and facilitates modern generation to develop mutual communication. Web 2.0 tools are the concrete example of advanced technology, used for communication. The notable

characteristics of Web 2.0 are openness, standard, and participation, decentralisation, sharing in nature, remixability, user control and identity. Important features of web 2.0 are search, links, authoring, aggregation, tags, virtual architecture, API and Ajax.

**Objectives :** At Present day web 2.0 tools has changed the situation through the whole world community. Through web 2.0 tools have been strongly applied in the field of library service or community. The main objectives of this paper-

- i. To understand the major concepts and technology of web 2.0 tools
- ii. To satisfy a library user through web based services
- iii. To transform the traditional library to a modern library using library 2.0 concepts
- iv. To promote the interests of the library users through online services which are more beneficial to a user

**Methodology :** This paper is based on web 2.0 tools, characteristics, features, applications, benefits and paradigm observed by its implementation in LIS education. The paper explored secondary literature like valuable books and e-books. A survey of library websites of foreign university libraries has been undertaken to assess the degree of use of Lib 2.0 tools. LIS Curricula have been studied to see the inclusion of Web 2.0 in the LIS syllabus.

**Results and discussion :** Modern libraries are successful in using web 2.0 and user are more benefited by this types of service. Web 2.0 tools are gradually being applied to the library 2.0 scenario. The system is very conducive as it is characterised by user's participation, collaboration and communication. This paper explores how libraries apply these tools for helping the user for sharing information and increasing knowledge. As influence of mass population, the academic world should step out for advancement of learning. In lieu of virtual reference services, at present the university tries to give emphasis on social media in their syllabuses. As for instance we may mention the syllabuses of different universities of West Bengal. Different tables have been formulated to show how far the libraries/LIS Departments embrace Web 2.0 to facilitate user base.

**Keywords :** WEB 2.0, Libraries, LIS Curricula, Blog, Wiki, RSS, Podcasting, Instant messaging

*Paper Ref : MT-10/23*

## **APPLICATION OF ADVERTISEMENT AS A TOOL FOR PROMOTION OF LIBRARY AND INFORMATION SCIENCE EDUCATION IN INDIA**

**Rajesh Chutia**, Research Scholar, Department of Library & information Science, Assam University, Assam,raj4u411@gmail.com

**Rupsikha Choudhury**, Student, Department of Library & information Science, University of Science and Technology, Meghalaya, choudhuryrupsikha@gmail.com

**Rima Mani Devi**, Student, Department of Library & information Science, University of Science and Technology, Meghalaya, rimamanidevi@gmail.com

Since 1911 courses on Library and Information Science are available in India but it does not seem like that this course has already crossed hundred years of academic existence. Though it has come a long way it is still in search of a foothold in the chaos of numerous courses available in the country. Often every library professional has to meet such a person who is unaware of this course and has to explain what the course is related to. Many people also do not know the utility of this course is. It is very surprising that



such a retro course is still unknown to people. There is a need to take a call by us, the library professionals. The courses on management were started much later than Library and Information Science courses but are very popular among the masses. IIM (Indian Institute of Management) was first started in Kolkata in the year 1961 which provides degrees like Post Graduation degree in management. The concept of this paper is amalgamated with the theory of Marketing and Advertising for the promotion of Library and Information Science courses.

There is a need for the promotion of the courses for library and Information Science and it can be only done with the help of advertising tools because in this era of global marketing, advertising is a powerful tool for marketing. Advertising has been playing a crucial role in promotion of any products and services among the targeted audience. Advertising is a dynamic process of communication with the primary aim of informing or creating awareness about a particular product or service offered by the company or service provider. The main objective of this paper is to create awareness of Library and Information Science course among the higher education aspirants by promoting the course as a product by using the various applications of advertising. This paper also highlights the different advertising platform including print media as well as the electronic media. In this present scenario electronic advertising has become the most effective promotional activity for marketing which is only because of the availability of internet. Therefore, to create an effective awareness among people these electronic platforms can play a vital role in marketing of LIS education.

Presently many colleges and universities in India are providing different courses in Library and Information Science. This paper will give a clear idea about those courses.

**Keywords :** LIS education, Marketing, Advertising, Promotion, LIS Education, Promotional tools.

*Paper Ref : MT-10/41*

### **WEB 2.0 TOOLS USED IN ACADEMIC LIBRARY**

**Shukla Mallick**, Student, department of Library & Information Science, University of Kalyani, West Bengal, [sukhla96mallick@gmail.com](mailto:sukhla96mallick@gmail.com)

**Basanta Biswas**, Student, department of Library & Information Science, University of Kalyani, West Bengal, [basantabiswas1@gmail.com](mailto:basantabiswas1@gmail.com)

The Web 2.0 application has profound potential in education because of their open nature and their use in supporting effective collaboration and communication among user and staff. The concept of this paper is to discuss about the application of web 2.0 tools in academic Libraries of India. This paper, analyzes the process of adopting the web 2.0 tools, and the benefit of these tools. This paper tells us about the web 2.0 service, challenges and the future use of web 2.0 tools in the Library.

In India academic Libraries have now started to adopt the web 2.0 tools. The Libraries are using various types of web 2.0 tools. This paper explores most used tools in the Library, and provides an overview on the web 2.0 tools in detail. The most popular tool is Facebook which is a social media and most of the libraries and users are interested in this tool. Most recently another application is becoming popular that is Whatsapp. This type of social media helps to create a better communication among the Library and Patron. There are many challenges in using the web 2.0 tools in the academic Library. There is no proper training and guidance of using such web tools. The selected Libraries are using Web 2.0 tools mainly for resource sharing, current awareness service and also to develop a better relationship with users.

There is a brief survey on selected Academic Libraries and analysis of the survey report on how they are using web 2.0 tools and what type of tools they are using. Most used web 2.0 tool is N-LIST, next to this the libraries are using wikis and Library thing. They are also using RSS feeds, Mashups, social book marking, Writely.com, Digg, paperback swap, Youtube.com.

The services that they are getting by using the tools – first, prompt, and specific service to the right user at the right time. The survey report shows that most of the libraries are using the web 2.0 tools as the services are available free of cost, and can satisfy the new generation of users as well as the researchers. Most of the libraries are interested to use web 2.0 tools, due to the changing information seeking behavior of users, but there are so many problems of using web 2.0 tools – main problem is there is no proper guideline for using the services by the Govt. of India, and there is lack of technical knowledge amongst library staff and librarians. Physical infrastructure of Indian libraries is not sufficient to make proper use of web 2.0 services. But the situation is changing in India as most libraries are coming forward to provide better services with the help of web 2.0 tools.

**Keywords:** Web 2.0 tools, Library, Library 2.0, Web 2.0 and Library, Users.

## **SIG02 : Computer Applications in LIS**

### **Theme : Data Management in Libraries**

*Paper Ref :MT-SIG02/40*

### **METADATA SCHEMA FOR TERRACOTTA CULTURAL OBJECT: DESIGNING A PROTOTYPE**

**Patit Paban Santra**, Student, Department Library & Information Science, University of Kalyani, West Bengal, ppsantra95@gmail.com

**Monoswita Samanta**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, mamon.samanta83.ms@gmail.com

This paper deals with the different metadata schema on cultural objects and special reference to terracotta cultural object. Simplest definition of metadata is data about data. As per Tim Berners Lee, metadata is machine understandable information about web resources or other things. In a single sentence, metadata is data about other web data, and provides basic information such as the author of a work, the date of creation, links to any related works, etc. Metadata exists for almost every imaginable object or group of objects, whether stored in electronic form or not. In library world the metadata is card catalogue, the card provides information about metadata of book, complex metadata schemes such as MARC, CCF etc. Terracotta is mainly clay based unglazed ceramic which is mainly fired clay its also called “baked earth”. It has been used throughout history to still date. Now a day we used different terracotta cultural object in different purpose of our daily life. Here we discussed about different metadata on cultural object like LIDO, CDWA Lite, MIDAS, VRA Core, EDM etc. and finally made a special Terracotta Cultural Objects metadata schema depends on classification of terracotta cultural objects in this paper. There are many standard have built for describing electronic resources, greater number are concerned with describing very specific resources. The formats like FGDC(Federal Geographic Data Committee), GILS (Global Information Locator Service).

According to NISO there are mainly three types of metadata are available,

- **Descriptive Metadata** : Normally we think of as content modeling. This is metadata that defines an object – the properties that define what it is: title, body, author, etc.
- **Administrative Metadata** : This metadata is not something that the public consumes, but rather someone that is used to manage the object. Publish date, expiration date, rights management, etc.
- **Structural Metadata** : This is the information that relates this content to other content, and makes it possible for this content to fit into larger structures, and provides functionality

The Dublin-core or Dublin Core Metadata Element Set (DCMES) is small set of metadata schema which is different from any other metadata schema its for notably differentiations, its easy use and interoperability. The aim of this paper is to build a new metadata schema for describing very specific resource like “Terracotta Cultural” objects.

**Keywords** : Terracotta, Cultural objects, Metadata.

*Paper Ref :MT-SIG02/59*

### **DATA PROTECTION, PRIVACY AND SECURITY ISSUES: A DISCUSSION**

**Arghya Thakur**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, arghya\_thakur@live.in

**Amit Nath**, Student, Department of Library & Information Science, University of Kalyani, West Bengal, amitnathdlis@gmail.com

This paper discusses data protection and information privacy issues in the internet world. Data is the important asset in every Nation and its people. The amounts of Web-based data and dependent on internet are increased day by day. Online banking, online shopping, ecommerce, mobile phone recharge etc. are very much popular now a day. Although these types of machine dependency are reducing our time and effort, but there are some hidden danger to loss our privacy, security and so on related to our personal as well as National security. Before measuring the security issues, we should identify the related threats for online activities. Malware, viruses, phishing etc. are main danger for online data transfer of share. So, we need to protect this data for security purpose. Governments in various country are trying to centralize there information system related to democracy, services to the people, and trying to develop digital databases (like AADHAR in India). But questions arise where this data are secure or not. Recently some attacks are made to hack AADHAR data. Most of the people are not aware regarding security of their data. Some people are thought that data protection is highly expensive. But they don't think that loss of data or miss use of information more dangerous than expense some money. Some little more initiative can secure our digital life. Antivirus, OS update, security patches, etc. are solution of data security. Recently, the high amounts of internet uses are done through Mobile or portable devices, instead of traditional desktop or laptop workstations. So, in this paper, we are recommended and discussed some well-known data protection models, which are patented and globally applied to the mobile service provider and as well as ISPs (internet Service Provider). Many countries are developed laws and regulations for protecting digital data. Although there are strict laws, the data database information is still safe or not has been always a question. Web-based applications and information system expansion, and recent trends in cloud computing and outsourced data management, increased data exposure and security have been more difficult. In this paper we have discussed various area of data security and different model of data security and also element which deals with data security.

**Keywords** : Data privacy, Data protection, Data security, Security issues.

## AUTHOR INDEX

<b>AUTHOR(S)</b>	<b>PAPER REFERENCE</b>	<b>PAGE NO</b>
Ash, Moumita	MT-SIG02/46	51
Baba, Abdul Majid	MT-1/79	9
Baidya, Samir	MT-1/26	13
Banerjee, S B	MT-3/56, MT-10/76, MT-SIG01/67	15, 38, 46
Banerjee, Subhra	MT-SIG01/9	44
Barman, Bikramaditya	MT-2/14	17
Barman, Rajani Kanta	MT-1/58	15
Barui, Suparna Naskar	MT-1/21	53
Barui, Tapan	MT-1/21	53
Bhadra, Pompa	MT-SIG02/39	50
Bhakta, Jayanta	MT-7/25	59
Bhattarcharya, Sanat	MT-SIG01/69	47
Bhattacharya, Udayan	MT-5/12	23
Bhui, Trishna	MT-7/25	59
Bhunia, Shiladitya	MT-1/21	53
Biswas, Basanta	MT-10/41	65
Biswas, Jahar	MT-6/44	58
Biswas, Mayukh	MT-SIG02/72	52
Biswas, Sanat Kumar	MT-7/55	61
Biswas, Subrata	MT-6/44	58
Bose, Anusua	MT-4/31	20
Chakrabarti, Abhijit	MT-6/6	25
Chakrabarty, Baishakhi	MT-7/36	61
Chakraborty, Antara	MT-SIG01/3	42
Chakraborty, Susmita	MT-1/26, MT-9/17, MT-1/16, MT-10/15	13, 34, 53, 63

Chatterjee, Amitabha	MT -1/81	9
Chattopadhaya, Parth	MT-9/53	63
Choudhury, Rupsikha	MT-10/23	64
Chowdhury, Kankan Kumar	MT-6/51	29
Chutia, Rajesh	MT-10/23	64
Das, Binod Bihari	MT-SIG01/9	44
Das Biswas, Mayuri	MT-SIG01/52	49
Dasgupta, Arjun	MT-7/66	30
Das, Kshirod	MT-10/71	41
Das, Nabendu	MT-10/15	63
Debnath, Paromita	MT-1/57	14
Devi, Rima Mani	MT-10/23	64
Datta Roy, Moumita	MT-1/29	55
Dutta, Anirban	MT-10/33, MT-7/32	39, 60
Dutta, Madhushree	MT-9/47	36
Dutta, Samayita	MT-4/22	19
Dutta, Sonali	MT-9/47	36
Gayen, Sonali	MT-1/16	53
Ghosh Bag, Anasua	MT-8/1	32
Ghosh, Koushik	MT-SIG01/54	45
Ghosh, Manab	MT-SIG02/39	50
Ghosh, Parna	MT-SIG01/68	47
Ghosh, Piyali	MT-10/5	38
Goswami, Kukila	MT-1/58	15
Gupta, Manisha	MT-6/10	26
Halder, Bikash Kumar	MT-9/53	63
Hossen, Kaji Kajal	MT-SIG01/67	46
Jana, Pijish Kanti	MT-4/63	21
Jana , Sibsankar	MT-4/31, MT-6/42, MT-9/43	20, 27, 35
Jayapradeep, M	MT-7/8	30
Kar, Sanjay	MT-7/25	59

Karmakar, Gouri Sankar	MT-2/14	17
Khan, Salil Chandra	MT-1/74	16
Kumar , Jitendra	MT-1/61	16
Kumar, Karan	MT-3/13	56
Lahkar, Narendra	MT-1/78	11
Mahapatra, R K	MT-10/71	41
Mahata, Bibek	MT-9/62	37
Maji, Sukanta	MT-6/6	25
Mallick, Shukla	MT-10/41	65
Malviya, Aaishi	MT-7/75	62
Mandal, Ranjit Kumar	MT-1/74	16
Mandal, Sujata	MT-7/32	60
Mazumder, Sourav	MT-4/65	22
Md Ajimuddin Sk	MT-6/42 , MT-9/43	27, 35
Mitra Biswas, Sumitra	MT-6/44	58
Mondal, Prativa	MT-1/27	54
Mondal, Tarun Kumar	MT-10/5	38
Mukherjee, Debashish	MT-5/12	23
Mukherjee, Dipshikha	MT-6/30	26
Mukherjee , Pratyusha	MT-6/51	29
Mukherjee, Sayani	MT-6/45	28
Mukhopadhyay, Abhijit	MT-7/11, MT-1/50	31, 55
Mukhopadhyay, Kabita	MT-SIG01/4	43
Mukhopadhyay, Mondrita	MT-10/34	40
Mukhopadhyay, Parthasarathi	MT-10/34	40
Nair, R Raman	MT-7/8	30
Naskar , Snigdha	MT-5/48	23
Nath, Amit	MT-SIG02/59	67
Panda, Sudeshna	MT-4/63	21
Panigrahi, Pijushkanti	MT-SIG01/52, MT-SIG02/46, MT-SIG02/72	49, 51, 52

Paul, Sutapa	MT-5/48	23
Rahman, Md Azizur	MT-6/42, MT-9/43	27, 35
Ray, Partha Pratim	MT-SIG01/73	49
Roy, Himanish	MT-4/65	22
Roy, Sanku Bilas	MT-7/11	31
Saha, Nemai Chand	MT-8/80, MT-SIG01/69	33, 47
Saha, Paulomi	MT-10/33	39
Saha, Pulak	MT-5/49, MT-1/50	24, 55
Samadder, Hirak	MT-9/47	36
Samanta, Dyuti	MT-9/62	37
Samanta, Monoswita	MT-SIG02/40	66
Santra, Patit Paban	MT-SIG02/40	66
Sarkar , Milan Kumar	MT-3/56	18
Sarkar, Sangita	MT-4/65	22
Sarkhel, Shreyasi	MT-7/36	61
Sharda, Preeti	MT-6/10	26
Sharma, Ajay Kumar	MT-1/61	16
Shilpa V	MT-3/20	57
Singh, Sanjay Kumar	MT-1/77	12
Singh, Sonal	MT-7/75	62
Thakur, Arghya	MT-SIG02/59	67

***Book Released:***

**IASLIC 27<sup>TH</sup> NATIONAL SEMINAR 2016**

***Proceedings and Papers***

**Social Networking and Libraries**

**Rs. 490.00**

**IASLIC 31<sup>ST</sup> ALL INDIA CONFERENCE 2017**

***Proceedings and Papers***

**Public Libraries in India in 21st Century**

**Rs. 490.00**

**Sixty One Years of 'IASLIC Bulletin' :  
A Cumulative Index, 1956 – 2016**

**Edited by Dr. Arjun Dasgupta**

**Compiled by Dr. Tridib Chattopadhyay & Ms Moumita Ash**

**ISBN :- 978-81-907777-4-2**

**Rs. 280.00**

Published by :

General Secretary, Indian Association of Special Libraries and Information Centres (IASLIC)  
P-291, CIT Scheme No. 6M, Kankurgachi, Kolkata 700054

**Printer : MODERN GRAPHICA**