



NILIS

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ஆண்டு அறிக்கை
Annual Report **2022**

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கொலம்பு විஸ்වවිද්‍යාලය
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NILIS

VISION

‘To be the center of excellence in Library & Information Science education’.

MISSION

To be the leading Institute for Library & Information Science (LIS) education, training, and research in the national and South Asian context.

Director's message



It is my pleasure to present the Annual Report of the National Institute of Library & Information Sciences (NILIS), University of Colombo for the period of January to December 2022.

NILIS provides education and training programs in the fields of Library and Information Sciences, Information Management and Teacher/School librarianship to enable Sri Lanka to achieve a knowledge based global economy and has the national responsibility of making Sri Lanka an information literate nation. Thus, the NILIS courses cater to the libraries of all sectors (government, public, school, special, and university libraries).

Year 2022 brought mixed results for NILIS as for many other educational institutes due to COVID-19 pandemic, continuous fuel and electricity crises which disturbed the classes as well as the enrolments. However, NILIS managed to conduct most of the regular education programs and the examinations in the online mode. We also managed to release results of 29 examinations covering the backlog also.

NILIS International Research Symposium 2022 held online was another milestone of NILIS, which was organized in partnership with the Department of Library and Information Science, University of Kelaniya, Sri Lanka Library Association and the Indian Association of the Teachers of LIS (IATUS). Twenty-seven papers were presented including nine international papers from Bangladesh, India, Japan, South Africa, Thailand, Taiwan, the USA and Russia. The panel discussion held at the end of the invited paper session brought into light many significant issues on LIS education in the global context.

However, there were considerable drawbacks. Due to the country-wide power cuts at different time slots, it was not possible to conduct any short-term training programs, though several were planned. Due to the financial problems faced by the Ministry of Education, they did not nominate any students for the Masters in Teacher Librarianship Program in 2022. Absences of a web developer was also a major drawback experienced in 2022. We hope that the situation will improve in 2023.

Nevertheless, NILIS completed several quality improvement initiatives like the NILIS Examinations Manual based on the Manual of the university, developing brochures and tri-lingual application for all Certificate and Diploma programs, and By-Laws for four Diploma programs. Curriculum revision of several programs were also started in 2022. All these initiatives will make a positive contribution to the quality of the education and training programs of NILIS.

I take this opportunity to thank all the academic staff members and the visiting faculty as well as the administrative and financial teams led by Mr. Janaka Wipularathne, Senior Asst. Registrar and Mr. Charitha Bandara, Acting Senior Asst. Bursar for their enormous support provided during this challenging year. I extend my sincere appreciation to the Board of Management, Academic Committee, Finance Committee and other statutory bodies, and Vice Chancellor, Rector, Deans, and Directors of University of Colombo who provided the support and commitment during this period. I would also like to acknowledge all our students who believed in us, for their continued trust and loyalty.

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01. Introduction to NILIS, University of Colombo

01.1 History

National Institute of Library and Information Sciences (NILIS), University of Colombo was established by an ordinance in 1999 under section 18 and 24 of the Universities Act No. 16 of 1978 as an institution affiliated to the University of Colombo. The project was financed under the World Bank funded General Education Project (GEP 2).

01.2 Scope of activity

The institute provides education and training programmes in the field of Library and Information Sciences, Information Management and Teacher/School librarianship to enable Sri Lanka to achieve a knowledge based global economy. NILIS has the national responsibility of making Sri Lanka an information literate nation. Thus, the NILIS courses cater to all sectors of Library and Information professionals.

It conducts several education programmes, short term training programmes, seminars, and workshops on a regular basis, for the professional development of the library staff in the areas of Library & Information Sciences, Information Literacy, Information and Communication Technology, Digital literacy, and Information Management and many others.

In 2005, NILIS registered the trademark of the Information Literacy Implementation Model named 'Empowering 8', which is still being used for information literacy instruction across the region. This problem-solving information literacy model is being widely used to train teacher librarians, teachers, and school administrators, at national and provincial levels by NILIS and thousands of teachers and teacher librarians trained by NILIS. Furthermore, the NILIS courses employ the latest teaching learning techniques to offer student centered resource-based learning, in the teaching/learning process. NILIS also conducts training programmes in collaboration with the Ministry of Education, Provincial educational authorities, Sri Lanka Library Association and The National Library and Documentation Services Board.

NILIS Annual Research Symposium is another important annual event which helps and encourages the NILIS staff and students and other professionals to present their research findings.

01.3 Organizational Structure

The Director of the Institute, appointed by the University Grants Commission with the concurrence of the Board of Management of NILIS, is the principal executive, academic and financial officer of the Institute. He/She is an ex-officio member of the Board of Management, and the Academic Committee.

Dr Pradeepa Wijetunge, Librarian of the University of Colombo was appointed as the Director, NILIS by the University Grants Commission w.e.f. 01st April 2021.

The organization chart of the Institute is shown below.

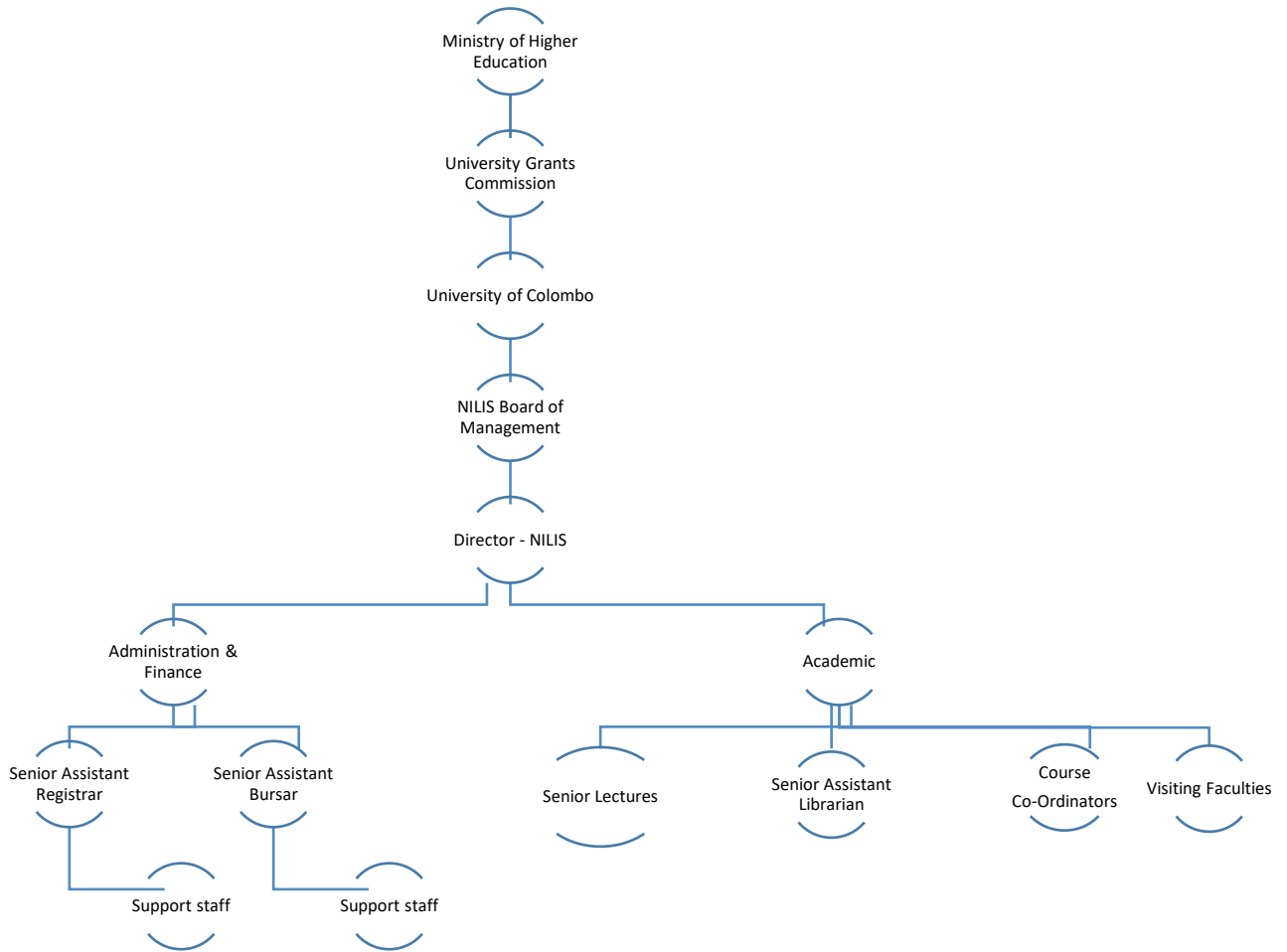


Figure 1, The organizational structure of NILIS, University of Colombo

01.3.1 NILIS Board of Management:

Board of Management (BOM) is the academic and executive body of the institute. Current BOM is comprised of the following officers (Time periods given where necessary).

Table 1, NILIS Board of Management

| Name | Designation |
|---------------------------------|--|
| Snr. Prof. Premakumara De Silva | Chairman/ NILIS, Member of the University Grants Commission, Chairman/ SCOLIS/ UGC (Ex-officio) |
| Dr. Pradeepa Wijetunge | Director /NILIS (From April 2021) (Ex-officio) |
| Dr. LM Kapila Bandara | Dean/Education (Ex-officio) |
| Prof. KP Hewagamage | Director (Upto June 2022)/ University of Colombo School of Computing, Nominee of UGC |
| Ms. RC Kodikara | Librarian/ University of Moratuwa, Sri Lanka. Nominee of SCOLIS/UGC (upto February 2021) |
| Dr. CC Jayasundara | Librarian/ University of Kelaniya, Sri Lanka. Nominee of SCOLIS/ UGC (From April 2021) |
| Dr. WJ Jeyaraj | Librarian/ Eastern university of Sri Lanka, Nominee of SCOLIS/UGC (From April 2021) |
| Dr. RD Ananda Tissa | President/ Sri Lanka Library Association (Ex- officio) |
| Dr. Nayana Wijayasundara | Librarian/ University of Sri Jayawardhanapura / Nominee of UGC |
| Dr. Chitraka Wickramarachchi | Senior Lecturer/ Department of Statistic / University of Sri Jayewardenepura/ Nominee of UGC |
| Mr. W Sunil | Director General/ NLDSB (Ex- officio) |
| Ms. HDC Janaki | Director/ (Student Loan Division), Ministry of Education, Nominee of MoE (Ex- officio) |
| Ms. DT Sudarshan | Deputy Director /Department of Trade and Investment Policy/ Ministry of Finance, Economic and Policy Development/ Nominee of Treasury (Upto February 2022) |
| Ms. KKSLP Gunawardhana | Deputy Director / Department of Development Finance, Ministry of Finance, Nominee of Treasury (From March 2022) |
| Ms. Geethani Kannangara | Senior Assistant Secretary/ Nominee of State Ministry of Skills Development, Vocational Education, Research & Innovation. (Ex- officio) |

01.3.2 NILIS Academic Committee:

The Academic Committee (AC) of NILIS controls and directs the institution in matters related to education, examinations, and research. During the year of concern, the following members were serving in the AC (time periods given where necessary).

Table 2, NILIS Academic Committee

| Name | Designation |
|--------------------------|---|
| Dr. Pradeepa Wijetunge | Director/ NILIS |
| Prof. MK Weerasinghe | Head/ Department of Library and Information Science, University of Kelaniya |
| Mr. W Sunil | Director General/ National Library and Documentation Services Board (NLDSB) |
| Dr. Nayana Wijayasundara | Nominee of BoM |
| Mr. GP Senevirathna | Nominee of BoM |
| Dr. CC Jayasundara | Nominee of BoM |
| Ms. RC Kodikara | Nominee of Standing Committee on Library and Information Science (SCOLIS) |
| Dr. GR Padmasiri | Nominee of Standing Committee on Library and Information Science (SCOLIS) |
| Ms. MPP Dilhani | Nominee of Sri Lanka Library Association (SLLA) |
| Dr. Prasanna Ranaweera | Senior Lecturer / NILIS |
| Dr. Ruwan Gamage | Senior Lecturer / NILIS (on sabbatical Leave from August 2022) |
| Mr. UP Alahakoon | Senior Assistant Librarian, NILIS |

01.3.3 Audit Committee:

Table 3, NILIS Audit Committee

| Name | Designation | |
|------------------------|---------------|--|
| Dr LM Kapila Bandara | Chairperson | Member of Board of Management (NILIS), Dean Faculty of Education/ University of Colombo |
| Mrs. DT Sutharshan | Member | Deputy Director /Department of Trade and Investment Policy/ Ministry of Finance, Economic and policy Development/ Nominee of Treasury (Upto February 2022) |
| Ms. KKSLP Gunawardhana | Member | Deputy Director / Ministry of Finance Nominee of Treasury (From March 2022) |
| Mr. HDC Janaki | Member | Director/ (Student Loan Division), Ministry of Education, Nominee of MoE |
| Mrs. IDI Priyadarshani | Member | Superintendent of Audit – National Audit Office |
| Mr. KEW Jayasiri | Secretary | Senior Assistant Internal Auditor, University of Colombo |
| Dr. Pradeepa Wijetunge | On Invitation | Director / NILIS |
| Ms. HVSM Jayasekera | | Senior Assistant Bursar / NILIS (Upto May 2022) |
| Mr. DGCN Bandara | | Acting Senior Assistant Bursar / NILIS (From June 2022) |
| Mr. JP Wipularatna | | Senior Assistant Registrar/ NILIS |

01.3.4 Finance Committee:

Table 4, NILIS Finance Committee

| Name | Designation | |
|------------------------|-------------|--|
| Dr. Pradeepa Wijetunge | Chairperson | Chairperson, Director /NILIS |
| Dr. CC Jayasundara | Member | Member of BOM, Librarian University of Kelaniya |
| Mrs.DT Sutharshan | Member | Deputy Director /Department of Trade and Investment Policy/ Ministry of Finance, Economic and policy Development/ Nominee of Treasury (Upto February 2022) |
| Ms. KKSLP Gunawardhana | Member | Deputy Director / Ministry of Finance Nominee of Treasury (From March 2022) |
| Ms. HVSM Jayasekera | Member | Senior Assistant Bursar / NILIS (Upto May 2022) |
| Mr. DGCN Bandara | Member | Senior Assistant Bursar (Acting) / NILIS (From June 2022) |
| Mr. JP Wipularatna | Member | Senior Assistant Registrar/ NILIS |

01.3.4 Statutory requirements of Meetings

Table 5, Statutory requirements of Meetings and Meetings held.

| Meeting | Statutory requirement | Number of meetings held |
|---------------------|-----------------------|-------------------------|
| Board of Management | 08 | 08 |
| Academic Committee | 10 | 10 |
| Audit Committee | 04 | 04 |
| Finance Committee | 04 | 04 |

01.3.5 Staff

Table 6, Overview of the Composition of NILIS Staff

| Serial No | Designation | service | Grade | Salary Code | DMS Approved cadre | Existing Cardre | Vacancies |
|------------------------|--|----------|---------------|-------------|--------------------|-----------------|--|
| Senior Level | | | | | | | |
| 01 | Director | Academic | | U-AC 5 | 01 | 1 | - |
| 02 | Lecturer (probationary)/Lecturer/Senior Lecturer | Academic | | U-AC 3 | 03 | 2 | 1 |
| 03 | Senior Assistant Registrar | UA&FS | II/I | U-EX 2 | 01 | 1 | - |
| 04 | Senior Assistant Bursar | UA&FS | II/I | U-EX 2 | 01 | 1 | - |
| 05 | Senior Assistant Librarian | Academic | | U-AC 3 | 01 | 1 | - |
| Secondary level | | | | | | | |
| 06 | Management Assistant | UMAS | III/II/I | U-MN 1 | 05 | 4 | 1 |
| 07 | Management Assistant (Book keeping) | UMAS | III/II/I | U-MN 1 | 01 | 1 | - |
| 08 | Library Information Assistant | UMAS | III/II/I | U-MN 1 | 02 | 2 | ** Filled one Library Inforamtion Assistant Vacancy by one Library Attendant |
| Primary Level | | | | | | | |
| 09 | Driver | UDS | III/II/I/Spl. | U-PL 3 | 01 | 1 | - |
| Total | | | | | 16 | 14 | 2 |

01.3.6 Panel of Visiting Lecturers

As NILIS has only two permanent lecturers, it obtains the services of about forty (40) visiting lecturers.

02. A detailed account of the courses conducted during 2022

This is a detailed account of the courses conducted and the staff directly engaged in offering the course.

Table 7, Courses conducted, number of students enrolled, and staff assigned to each course.

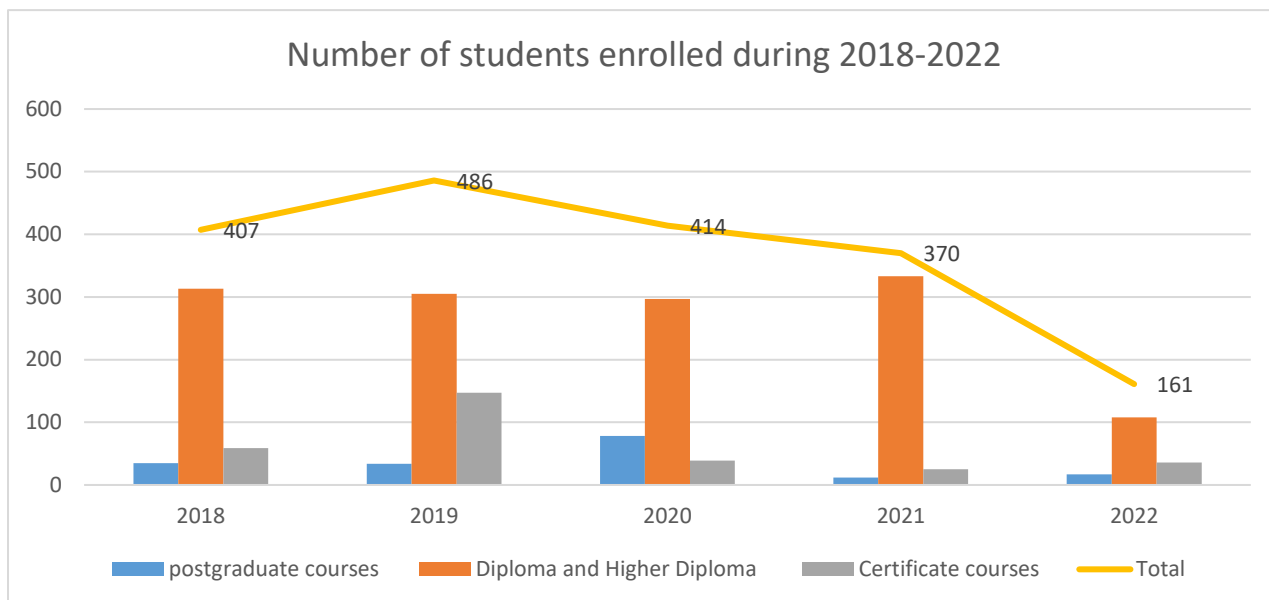
| Course | Registered Students for year 2022 | Total Students | Total Academic Staff | | Total non-Academic Staff |
|---|-----------------------------------|----------------|----------------------|----------|--------------------------|
| | | | Permanent | visiting | |
| Mphil/PhD in Library and Information Science | 2 | 8 | - | 1 | 1 |
| Masters in Teacher Librarianship (MTL) | 0 | 17 | 1 | 8 | 1 |
| Masters in Teacher Librarianship (MTL) - Piriven | 0 | 10 | 1 | 7 | 1 |
| Postgraduate Diploma in Library & Information Science (PGDip (LIS) leading to Master's in Library and Information Science (MLS) | 0 | 12 | 1 | 25 | 1 |
| Postgraduate Diploma in Library & Information Science (PGLIS) | 15 | 30 | 1 | 18 | 1 |
| Higher Diploma in Library and Information Management - Part II (HDLIM - Part II) | 33 | 58 | 1 | 9 | 1 |
| Higher Diploma in Library and Information Management Part II (Uva Province) | 0 | 20 | 1 | 9 | 1 |
| Higher Diploma in Library and Information Management Part I (HDLIM I) Sinhala Medium | 0 | 15 | 1 | 8 | 1 |
| Higher Diploma in Library and Information Management Part I (HDLIM I) Tamil Medium | 0 | 23 | 0 | 8 | 1 |
| Higher Diploma in Library and Information Management Part I (HDLIM I) (Uva Province) | 0 | 26 | 1 | 8 | 1 |
| Higher Diploma in Library and Information Management - Part 1 (Central Province) | 0 | 64 | 1 | 7 | 1 |
| Higher Diploma in Library and Information Management - Part I (HDLIM - Part I) | 0 | 34 | 1 | 8 | 1 |
| Diploma in Library and Information Management (DLIM) | 25 | 95 | 1 | 9 | 1 |
| Diploma in Public Librarianship (DPL) | 0 | 20 | 0 | 3 | 1 |
| Diploma in School Librarianship (Northwestern Province) | 0 | 41 | - | 4 | 1 |
| Diploma in School Librarianship (Tamil medium) Uva Province | 0 | 38 | - | 6 | 1 |
| Diploma in School Librarianship (Sinhala medium) Uva Province | 0 | 44 | - | 8 | 1 |
| Diploma in School Librarianship (Tamil Medium) | 0 | 48 | - | 6 | 1 |
| Diploma in School Librarianship | 50 | 285 | 1 | 4 | 1 |
| Advanced Certificate in Librarianship (ACL) | 36 | 48 | 2 | 8 | 1 |
| B.Ed III Year (LIS Module) | 106 | 106 | | | |
| Total | 267 | 1042 | | | |

(Source: Internal Records, 2022, NILIS)

During the year 2022, NILIS has registered 267 students for 07 education programs and continued 21 education programs for 1042 students. All these programmes were conducted online.

During 2022, examinations related to 07 Programs were conducted for 264 students, and results were released. Out of 264 and 159 (60.2%) passed.

02.1 Number of students enrolled during 2018-2022

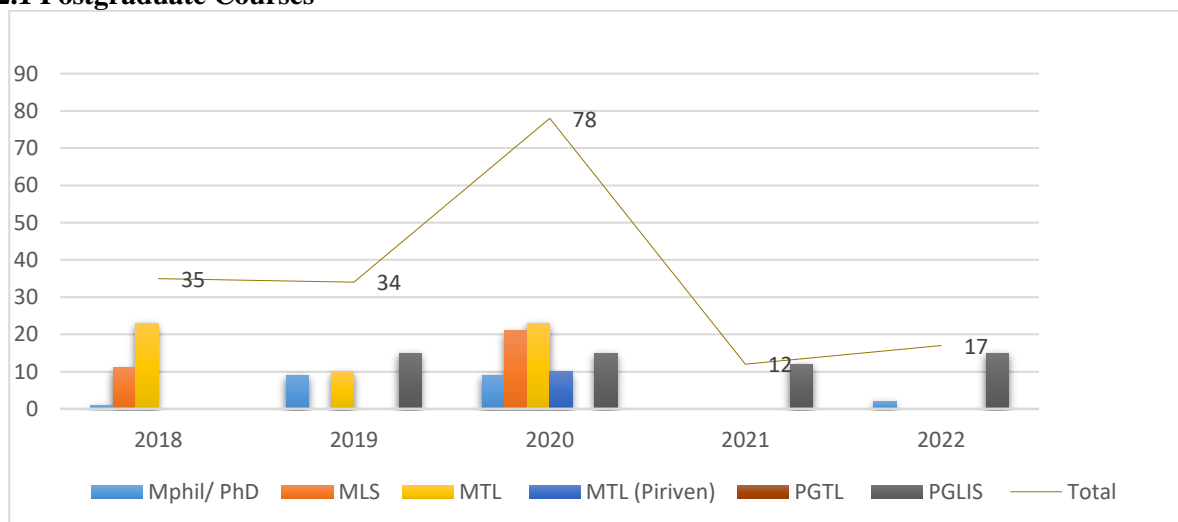


Note: The total number of enrolled students in 2022 excludes 106 Bachelor of Education undergraduates who are enrolled directly to the Faculty of Education.

Figure 2, An overview of the number of students enrolled for Postgraduate, Diploma/Higher Diploma, and Certificate/Advanced Certificate courses during 2018-2022. (Source: Internal Records, 2022, NILIS)

02.2 Progress of Courses (2018-2022)

02.2.1 Postgraduate Courses



| Acronym | Expanded Name |
|--------------|--|
| MPhil/PhD | MPhil/ PhD programme |
| MLS | Masters in library and Information Science |
| MTL | Master in Teacher Librarianship |
| MTL(Piriven) | Master in Teacher Librarianship (Piriven) |
| PGLIS | Postgraduate Diploma in Library and Information Science -Part Time |

Figure 3. Number of students enrolled for postgraduate courses during 2018-2022 (Source: Internal Records, 2022, NILIS)

The number of enrollments in the postgraduate programmes have reduced or absent in some, because the Ministry of Education did not fund the MTL programme due to the financial crisis. There were no students enrolled in PGLIS leading to MLS because it was not advertised, as it is pending approved of the QAC/ UGC.

02.2.2 Diploma/ Higher Diploma Courses

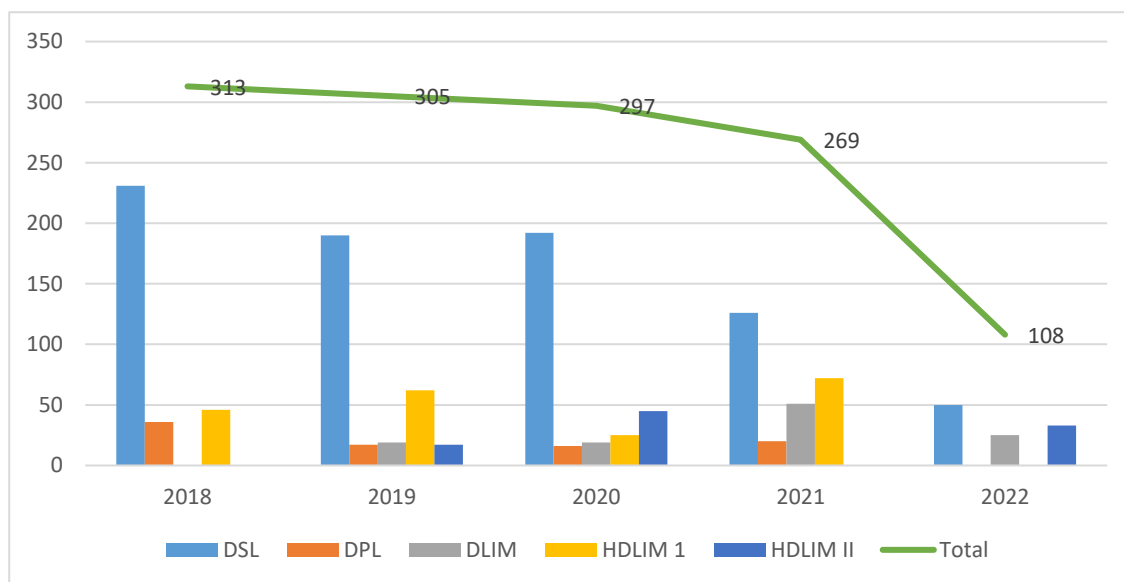
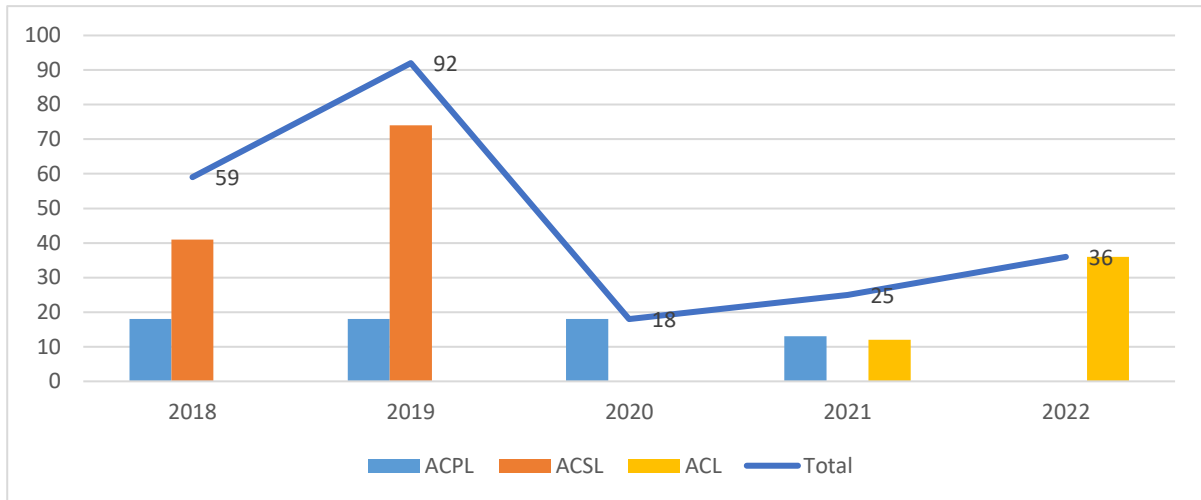


Figure 3, Number of students enrolled in Diploma/ Higher Diploma Courses during 2018-2022 (Source: Internal Records, 2022, NILIS)

| Acronym | Expanded name |
|----------|--|
| DSL | Diploma in School Librarianship |
| DPL | Diploma in Public Librarianship |
| DLIM | Diploma in Library and Information Management |
| HDLIM I | Higher Diploma in Library and Information Management Part I |
| HDLIM II | Higher Diploma in Library and Information Management Part II |

Enrollment for Diploma/Higher Diploma courses were mostly consistent, with the exception for DSL program.

02.2.3 Certificate/Advanced Certificate Courses



| Acronym | Expanded name |
|---------|--|
| ACPL | Advanced Certificate in Public Librarianship |
| ACSL | Advanced Certificate in School Librarianship |
| ACL | Advanced Certificate in Librarianship |

Figure 4, Number of students enrolled in Certificate/Advanced Certificate Courses during 2018-2022 (Source: Internal Records, 2022, NILIS)

02.2.4 Gender based distribution in courses conducted by NILIS during 2022

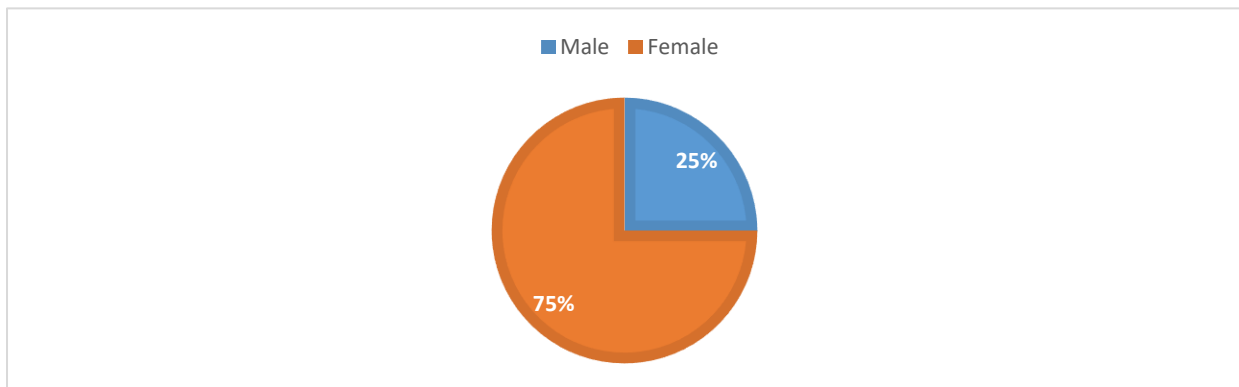


Figure 5, Gender distribution in all courses offered by NILIS (Source: Internal Records, 2022, NILIS)

A review of gender-based distribution of students in courses offered by NILIS reveals that over 75% of students are females.

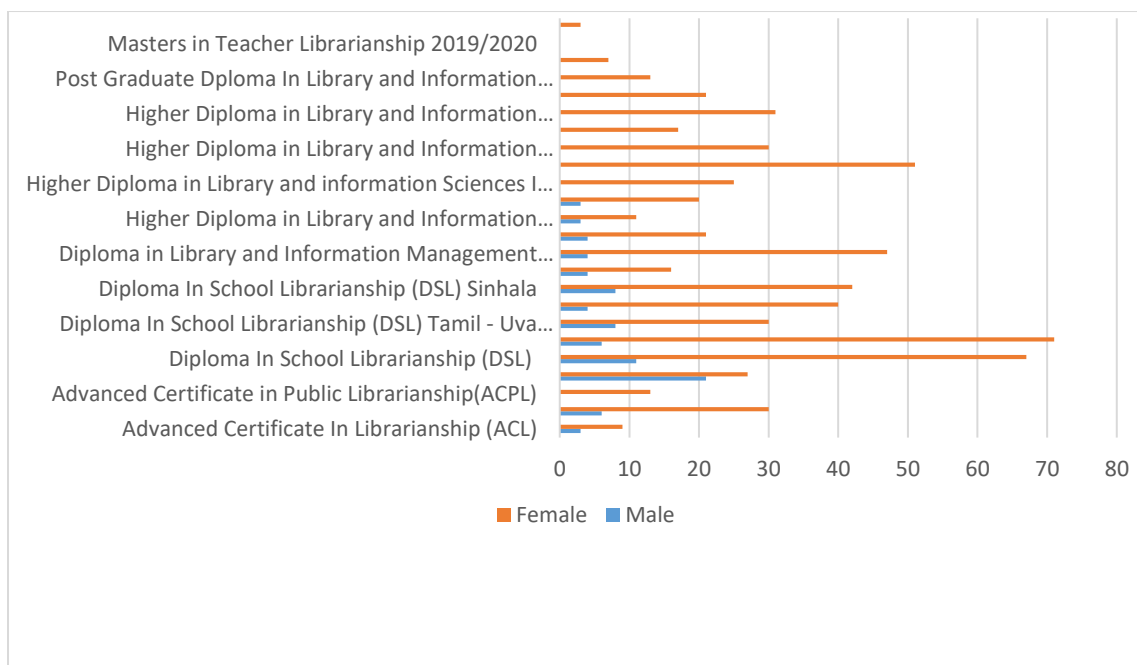


Figure 6, Course-wise gender distribution (Source: Internal Records, 2022, NILIS)

02.2.5 Short Courses/ Workshops/ Webinars

NILIS usually conducts short courses for continuous professional development of staff employed in libraries and other sectors. Also, NILIS becomes the venue for courses and workshops conducted by partner organizations.

However, due to the pandemic situation, the economic crisis and power crisis in the country, NILIS was unable to conduct short courses and workshops. But NILIS conducted a webinar in Sinhala to mark the reading month in 2022.

Table 8, Webinar conducted during 2022.

| Date | Name of the Program | Resource Person |
|------------|--|------------------------------|
| 2022.10.23 | Indigenous Knowledge for Sustainable Economic Development (in Sinhala) | Mr. Mahinda Kumara Dalupotha |

(Source: Internal Records, 2022, NILIS)

02.3 Postgraduate Convocation

Eighteen (18) Master's degree holders were qualified for the 2022 Postgraduate Convocation, but the Convocation was postponed due to Covid 19, economic crisis and travel restrictions in the country and it is scheduled to be held in 2023.

02.4 Diploma Awarding Ceremony

Although Sixteen (16) Certificate holders and one hundred fifty-six (156) Diploma holders were qualified in 2022, the Diploma awarding ceremony had to be postponed due to the crisis prevailed in the country in 2022 and it is scheduled to be held in 2023.

02.5 NILIS Research Symposium 2022



The Annual Research Symposium is the flagship event of NILIS and in 2022, the theme selected was *Innovative Approaches to Mitigating Challenges in LIS Education* in conformity with the main theme of the university symposium, “Digital Transformation and Innovative Approaches to Mitigate Challenges in the Higher Education Sector”. The symposium of 2022 is unique because it is the first time a full research symposium is dedicated for Library and Information Science education in Sri Lanka. NILIS strongly believed that the opportunity would generate a timely discourse on the contemporary issues and concerns of the LIS education in Sri Lanka as well as in the international context. The Department of Library and Information Sciences, University of Kelaniya, Sri Lanka Library Association (SLLA), and the Indian Association of the Teachers of LIS collaborated in this event.



**Senior Prof.
H.D. Karunaratne
Vice Chancellor,
University of Colombo**

The Symposium had an inaugural session, an invited paper session, and three technical sessions. The Inaugural session was graced by the Addresses of the Vice Chancellor, University of Colombo, Senior Prof. H.D. Karunaratne, the Chairman, Board of Management of NILIS, Senior Prof. Premakumara De Silva and two eminent Keynote Speakers from the LIS domain: Prof.

Albina Krymskaya, Deputy Dean, Department of Library and Information Science, St. Petersburg State University of Culture, Russia and the Chair of the IFLA Section on Education and Training and Prof. Rong Tang, Co-Director PhD Program, School of Library and Information Science, Simmons



**Senior Prof.
Premakumara De
Silva,
Chairman, Board of
Management / NILIS**

University, USA and President of ALISE (Association for LIS Education, USA). Both the Vice Chancellor and the Chairman stressed that due to the social distancing forced by COVID-19, the services of the libraries, especially online services became invaluable for the teachers and students. Librarians encountered many challenges serving the remote users in such a rapidly changed educational paradigm. Similarly, the LIS education also encountered challenges in providing education and training to the librarians in a novel environment. Both Professors expressed that the symposium would be an ideal opportunity to discuss the challenges and the remedial measures adopted or planned to be adopted to overcome such challenges, by the LIS educators.

The first Keynote speaker, Prof Krymskaya pointed out that the students are usually offered, student conferences (or student sessions in conference programs), summer schools, camps; networking programs; student membership in library associations; volunteering at conferences; virtual events, by the international and local associations and other institutions to enhance their knowledge and skills. However, such opportunities are not always available to LIS students due to financial circumstances or academic requirements for LIS students serving as potential speakers. During the Covid-19 pandemic LIS students remained outside of such events and while there were a lot of different Zoom sessions on a various range of matters, there were none that would be relevant for LIS students. Prof. Krymskaya asserted that IFLA/SET realized this gap and further highlighted IFLA/SET initiative which provided a virtual webinar series for LIS students to get them involved in a dialogue with the IFLA community to replace the interactive events they lacked due to COVID-19 and further highlighted that such virtual and free of cost events benefit LIS students with learning soft skills. She further emphasized that this project can be spread to other countries as well.



**Prof. Albina
Krymskaya**

Prof. Rong Tang, second keynote speaker, emphasizing a different perspective of LIS education, drew attention to competency-based education (CBE) and its relationship to LIS education in general and data services training in particular. She further emphasized that CBE is an innovative educational paradigm that promotes equity and empowers learners by enabling them to advance based on what they know and can do with high flexibility and individualized pathways to learning. She stated that within the LIS professional field, multiple associations have developed competency frameworks, and that there are several scholarly publications reporting CBE-based LIS educational practices. Prof. Tang mentioned that LIS professionals need to be trained and retooled to effectively deliver research data services and, in this context, Dr. Tang presented data competency frameworks established by LIS professional associations and published research on the topic of data skills. She then give examples of two CBE-based data services training programs and presented strategies for bridging the gap and preparing LIS professionals to provide successful data services.



Prof. Rong Tang

The Invited-Paper session



Prof. Dennis Ocholla

The Invited-Paper session was adorned by seven international experts on LIS education. Prof. Dennis Ocholla, from University of Zululand, South Africa, opening the session reflected on experiences and perspectives of LIS Education (LISE) in Africa during Covid-19. He stressed that, the COVID-19 pandemic was experienced by the LIS educators across Africa from multiple perspectives including research, teaching, and learning. He highlighted that, fundamentally, access and use of ICT, innovation, transformation, self-learning, blended learning, and flexibility emerge strongly among the experiences. Most challenges facing LISE during the pandemic are political (e.g., administrative), economic, social, and technological factors in that order. The closeness of opportunities and technological factors was strongly visible which we believe defines the “new normal” for LISE in the future.

Prof. Jagtar Singh, the Librarian and the Head of the Department of Library and Information Science of Guru Kashi University, India and Director, Collaboration and Partnerships of IATLIS followed with a focus on the state of the LIS education in India with cross references to other south Asian countries. He made a special focus on the issues related to the faculty, students, courses, resources, infrastructure, and superstructure asserting that in many of the private institutions and the open and distance learning programs, quality of LIS education is at stake, research is the weakest link and that there is gap between the theory and practice, as well as the traditional pedagogy is dominating. Prof. Singh underlined the need for flip classrooms, and project-based and resource-based student-centered learning, to promote higher order skills among learners, and enrich the LIS programs with employable skills.



Prof. Jagtar Singh



Prof. M.N. Munshi

Discussing the present scenario of the LIS education in Bangladesh, Prof. M. Nasiruddin Munshi, Department of Information Science and Library Management of University of Dhaka, Bangladesh, informed that, at present, four public and private universities provide honors and Masters Degree on Information Science and Library Management, and around fifty Institutes, including three public universities and a number of private universities provide Post-Graduate Diploma in LIS and these programs produce about three thousand LIS professionals every year. Prof. Munshi discussed the barriers for development of LIS education in Bangladesh and made several recommendations to address the issues.

The status and future trends of LIS education in Taiwan was presented by Prof. Chao-Chen Chen, University Librarian of Chung Yuan Christian University and Graduate Institute of Library and Information Studies, National Taiwan Normal University of Taiwan. Prof. Chen highlighted that currently there are seven library information schools, and they offer three bachelor's degree programs, seven master's degree programs, and three doctoral degree programs. She further commented that, the transformation of LIS has been quite rapid and cross-disciplinary collaboration and development is a very important trend in Taiwan with the LIS educators collaborating with the Computer Science and Information Engineering, Learning Sciences, and Information Communication etc. As an effect of collaboration, the faculty is quite diverse with more people having a background in library and information, followed by those with a background in information engineering. Prof. Chen asserted that, despite the rapid changes in digital technology, the field of LIS remains unique, with information processing and human services remaining at the core of the field.



Prof. Chao-Chen Chen



rof. Kulthida Tuamsuk

Prof. Kulthida Tuamsuk of Department of Information Science and Smart Learning Innovation Research Center, Khon Kaen University, Thailand explained that the presently emerged disruptive technology has brought great impact on the management of higher education in Thailand. It is caused by several environmental changes both internally and externally: the total change of employment in the government and the private sectors, the attitudes towards higher education have changed because recruitment of people in the industrial sector no longer emphasizes degree certificates, but the working competency, and population aged 18-22 years have unlimited channels to acquire knowledge and develop themselves in the digital world, and have more chances to build incomes from online businesses or from independent jobs without having to rely on mainline higher education programs. This impact has resulted in many transformations of education and instructional operations in Thai universities, including LIS education. At national level, the New Growth Engine (NGE) Project is an initiative to respond to the manpower needs of the industrial sector. She highlighted that in accordance with the NGE Project, all study programs of the department have been totally revised and designed by using the smart education concept which included: demand-driven, competency-based learning outcomes, modular-based contents, active learning, and work integrated learning.

Asst. Prof. Masanori Koizumi of Faculty of Library, Information and Media Science, University of Tsukuba, Japan, presented a case study of LIS education at University of Tsukuba. He highlighted that Japanese universities face difficulties due to super-ageing society in the 21st century and that a critical problem that affected Japanese universities is the rapid decrease in the 18-year-old population. This has forced Japanese universities to create new programs to attract students' attention locally and globally. The iSchool at the University of Tsukuba is the largest in LIS and provides students with the most advanced and comprehensive programs in Japan. The iSchool, created new degree programs, such as master's and doctoral programs in informatics, following the university-wide graduate schools' re-organization in 2020. While discussing the changes



Asst. Prof. Masanori Koizumi

introduced to the LIS education programs, he suggests that the scope of LIS field need to be expanded while focusing on specific types of LIS employment categories in the context of the 21st century.



Dr. Pradeepa Wijetunge, Director, National Institute of Library & Information Sciences, University of Colombo, Sri Lanka elaborated on the Sri Lankan LIS education stressing several issues like absence of any national co-ordination of the LIS education system of Sri Lanka, and severe imbalance of the current programs with respect to gender-, income-, regional- and cultural equity, absence of quality assurance or accreditation procedures with respect to the LIS subject and the LIS educational institutes other than the undergraduate program. She further highlighted the need to develop strong curriculum development teams, the absence of a core LIS curriculum, lack of relevance of the LIS education programs to the current employer needs and the lack of full-time teachers of

LIS. Dr. Wijetunge further stressed that COVID-19 pandemic provided opportunities as well as challenges for LIS education and suggested several initiatives to address the identified issues.

**Dr.Pradeepa
Wijetunge**

The session concluded with a panel discussion led by Prof. W.M.K. Weerasinghe and Dr. Ruwan Gamage, with the participation of all presenters, and it was identified that many LIS educators have already moved or planning to move towards technology and competency-based models of LIS education and many initiatives have been taken by the LIS educators to collaborate with non-LIS disciplines to complement the knowledge and skills of the LIS students. All agreed that this is the future direction for LIS education specially to mitigate the challenges brought about by the pandemic-led moving towards online teaching / learning environment and other identified factors.

The invited paper session was followed by the first technical session in which seven papers were presented. Prof. H.P. Kalra, Head, Dept. of LIS, Punjabi University discussed that the digital divide is a major impediment for online teaching in LIS in India and Dr. R.D. Ananda Tissa, President of the SLLA elaborated on the historical evolution of LIS education in Sri Lanka while Dr. M.M. Mashroofa, discussed the current trends of LIS education provided by the Sri Lanka Library Association. Dr. R.C.G. Gamage and Dr. A. Riyaz highlighted the contribution of Sri Lanka to the development of LIS education in the Maldives while Dr. G.R. Padmasiri deliberated on the challenges and concerns encountered by the LIS doctoral students in Sri Lanka. Mr. T. Ramanan presented the perception of Tamil medium students of NILIS towards online programs while Mr. Uditha Alahakoon presented a critical analysis of the selected research topics of the Master of Teacher Librarian (MTL) students of NILIS from 2004 to 2020.

This was followed by two parallel technical sessions in which the twelve NILIS graduate students presented their research on a wide range of topics: utilization of social media by the Sri Lankan academics, perceived quality gap between service provider and service user in university libraries in Sri Lanka, actualizing the Sustainable Development Goals (SDGs) by the university libraries in Asia-Pacific region, developing a blueprint to assess the digital literacy skills of Visually Impaired (VI) undergraduate-library users in Sri Lanka, upgrading Library Management Systems to Cloud Technologies, inclusion of Creative Artworks in Institutional Repositories (IRs) of Fine Arts-related Higher Education Institutions in Sri Lanka, the potential of establishing Makerspaces in Sri Lankan Libraries, academic library involvement in geospatial data management, community programs towards economic empowerment through arts and culture by the public libraries, application of Artificial Intelligence (AI) in academic libraries, the status of Information Literacy programs conducted in Sri Lankan schools and creating virtual tours for libraries.

The participants agreed that the symposium was a highly relevant and timely initiative which encouraged the LIS educators to reconsider their curricula and delivery modes. It was also established that the LIS educators need to collaborate with the educators of other disciplines to provide more comprehensive and focused LIS education programs.



Figure 7, Screen shot of highlighted instances of the symposium.

03. Contribution of NILIS to Research and Development

03.1 Contribution of NILIS academic Staff

03.1.1 Research Grants

- The International Association of School Librarianship (IASL) awarded US \$500 to a group of researchers from the NILIS, University of Colombo, Sri Lanka and the School of Library and Information Sciences, Central University of Gujarat, India. List of awardees: Dr. Rashmi Kumbar, Assistant Professor, School of Library and Information Sciences, Central University of Gujarat, India; Dr. Pradeepa Wijetunge, Director - NILIS, University of Colombo; Mr. Sagender Singh Parmar, PhD Student, School of Library and Information Sciences, Central University of Gujarat, India; Dr Ruwan Gamage, Senior Lecturer, NILIS, University of Colombo; Mr. Uditha Alahakoon, Senior Assistant Librarian, NILIS, University of Colombo.

03.1.2 Contribution of NILIS academic Staff staff to the work of external institutions

❖ Dr. Pradeepa Wijetunge / Director

- Board of Management of Staff Development center / University of Colombo
- Board of Management of Colombo University Press
- Member of the Standing Committee of Library and Information Sciences /UGC
- Member of the Senate of the University of Colombo.
- Member of the Leave and Awards Committee of the University of Colombo.
- Member of the Building committee
- Member of the Internal Quality Assurance Committee/ University of Colombo
- Member of the Deans and Directors Committee
- Member of the Library Committee

❖ Dr. Ruwan Gamage / Senior Lecturer

- Member of the Advisory Committee of the National Library Research Division
- Member of the Advisory Committee of the National Library Bibliographic Control Division
- Member of the Descriptive Bibliographic Framework (DBIB) Committee of the National Library of Sri Lanka
- Resource person for 'Introduction to library automation' module of the course conducted by the Sri Lanka Institute of Local Governance (SLILG) from 03.03.2022 to 24.03.2022 for Public Library staff at the SLILG.
- Resource person for Hybrid Seminar on Information Literacy and Teaching Strategies: the link between teaching and resource-based learning, conducted by the Islamic University of Maldives on 19.11.2022.
- Taught 3 courses (IST107 Library Promotion and Display, IST117 Introduction to Library management, and IST205 Information Literacy Instruction - 15 credits each) at the Maldives National University, from August to December 2022.
- Member of the Curriculum Development Committee for Postgraduate Diploma in Library and Information Management, University of Jaffna.

❖ Mr. R.P.P. Ranaweera / Senior Lecturer

- Served as the member for the library advisory committee of the Dehiwala- Mount Lavinia Municipal council.
- Represented NILIS for the following committees.
 - Centre for Quality assurance and member of the University of Colombo
 - SER writing team
 - IT committee/ University of Colombo
 - Committee of Media coordinators/ University of Colombo
 - Network group of Mentoring/ University of Colombo

❖ **Mr. Uditha Alahakoon/ Senior Assistant Librarian**

- Member of the National Bibliographic Services advisory committee, National Library of Sri Lanka
- Member of the Extension services advisory committee, National Library of Sri Lanka
- Member of Panel of Judges (Final round) – 'Ratak vatina pothak' Island wide programme conducted by Ministry of Education and National Library of Sri Lanka
- Member of Panel of Judges (Final round) – Selection of best public and school libraries which conducted reading programs during year 2022 to commarate National Reading Month.
- Committee assigned to compile 'School Library Guideline's by Ministry of Educatin
- A workshop on how to conduct reading camp for school children at public library, Dodanduwa

03.1.3 Contribution of NILIS academic staff to Research

❖ **Dr. Pradeepa Wijetunge / Director**

• **Presentations**

- Predatory Journals and the role of Journal Editorsworkshop organized by NCAS for University jurnal editors.
- Achieving the Sustainable development Goals and contribution of the Higher education Libraries at VICLIS 2022 international conference organized by the SLTC Research university on 25.10.2023.

• **Edited Books**

- Shifting paradigms of Sri Lankan university libraries: some pragmatic elucidations.

• **Edited Conference Proceedings**

- Proceedings of the Annual Research symposium of NILIS-2022: *Innovative Approaches to Mitigating Challenges in LIS Education*

• **Conference Abstracts**

- Library and Information Science education in Sri Lanka: issues and concerns IN Proceedings of the Annual Research symposium of NILIS-2022: *Innovative Approaches to Mitigating Challenges in LIS Education*.

❖ **Dr. Ruwan Gamage / Senior Lecturer**

• **Journal Article**

- Gamage, R., Ananda Tissa, R. D., & Alahakoon, U. (2022). Adherence to Library Standards: An Appraisal of Grade I Public Libraries in the Western Province of Sri Lanka. *Sri Lanka Library Review*, 36(2), 84–99. DOI: <http://doi.org/10.4038/sllr.v36i2.54>

• **Book Chapter**

- Gamage, R. (2022). Sri Lanka National Bibliography; the Path Ahead in the Digital Age. In Sri Lanka National Bibliography: 60th Anniversary Commemorative Volume: 1962-2022 (pp. 85–97). National Library & Documentation Services Board.

- **Conference abstracts**

- Gamage, R., & Riyaz, A. (2022). Contribution of Sri Lanka to the Library and Information Science in the Maldives: A Review. In Surethiraraj E. and Caldera, H. I. U. (Eds). Digital Transformation and Innovative Approaches to Mitigate Challenges in the Higher Education Sector (p.469). Proceedings of the Annual Research Symposium 2022. <https://drive.google.com/file/d/1XoFC6TFGmFgj-pbFcrO9eFbou5z4Pyeg/view>
- Gamage, R. (2022). Public Librarians in Sri Lanka in Demand for Career Networks. Proceedings of the 24 Hour Global Conference of ASIS&T. 24 Hour Global Conference, Leesburg, VA, USA. <https://doi.org/10.5281/zenodo.6383543>

- **Conference papers**

- Gala, B., Islam, Md. A., Gamage, R., & Agarwal, N. K. (2022). Health Information Crisis during COVID-19 in the South Asian Region: Challenges, Experiences, Resilience, and Collaborative Efforts. Proceedings of the Association for Information Science and Technology, 59(1), 570–574. <https://doi.org/10.1002/pra2.629>

- **Edited Conference Proceedings**

- Gamage, R. and Alahakoon, C. (Eds.) (2022). Cultural Heritage: Bridging the Past, Present, and Future Through Libraries, Museums, and Archives. Proceedings of the NILIS Symposium 2021, 24 January 2022. Colombo: National Institute of Library and Information Sciences.

❖ **Mr. R.P.P. Ranaweera / Senior Lecturer**

- **Conference papers**

- Prasanna Ranaweera, Library Services for National Development: Perspective for Sri Lanka, an abstract & Presentation submitted for the International Conclave on Literature, Culture, Library & Information Society, 27-30 November 2022, Manipur University, India
- Prasanna Ranaweera, M.K. Weerasinghe, A conference paper on “An Information Literacy (IL) Curriculum for the Sri Lankan Universities: A Delphi Study”, International LIS Conference on recent trends in academic research 15-17 March 2022, Khushal Khan Khattak University, Karak, Pakistan

❖ **Mr. Uditha Alahakoon / Senior Assistant Librarian**

- **Conference Presentation**

- A Case study on selected home libraries in promoting reading culture based on Kalutara, Ratnapura, Colombo, Kurunegala and Hambantota districts - National Library Research Symposium
- Critical analysis on postgraduate dissertation topics submitted to the National Institute of Library and Information Sciences (NILIS) – NILIS Research Symposium 2022

- **Seminar Presentation**

- Sri Lanka National Bibliography as a information Source for research work. – Speech delivered to mark 60th anniversary of Sri Lanka National Bibliography

- **Research Articles**

- Bibliometric study on Ayurvedic books published in Sri Lanka during 1737-1920 (with Dr. R.D. Ananda Tissa) - Sri Lanka National Library 60th Anniversary volume.
- Bibliometric study on children's story books published in Sri Lanka in 2018 (with J.P. Wipularatna - National Bibliography 60th anniversary volume
- **Translations**
- සිනමාවේ ආකෘතික දෘෂ්ටිවාදය - The Symbolic, the sublime and Slavoj Zizek's theory of Film written by Prof. Matthew Flisfeder

03.2 Research Being Conducted by NILIS Postgraduate Students

➤ 03.2.1 Research Topics of MPhil/PhD Students, NILIS

- An examination of the relationship between resource-capabilities and service quality of University Libraries in Sri Lanka.
- Factors that affect the utilization of and adoption of social media by university academic and professional purposes
- An approach towards motivating the usage of ICT-based Knowledge Management
- Systems among vegetable farmers in Sri Lanka
- Enhancing access to eLearning for people with Intellectual disability: Integrating Usability with learning
- An Investigation into original resource description of potential of developing a common resource description format for Tamil collections: An initiative of cooperative cataloguing for public libraries in Jaffna District
- Developing a professional Competency Framework for Library and Information Science (LIS) Education in Sri Lanka
- A role of School libraries in enhancing the quality of the teaching learning process in secondary schools in the Western Province, Sri Lanka

(Source: Internal Records, 2022, NILIS)

➤ 03.2.2 Dissertation Titles, Supervisors (PGDip (LIS)/ MLS - 2020/2022)

- Evaluating the present state of implementing Sustainable Development Goals by Sri Lankan University Libraries
- Provision of library resources and services for effective Visual and Performing Arts Education at Higher Education Institutions in Sri Lanka
- Library space management in Western Province University Libraries
- Contribution of public libraries to the creative economy through the promotion of Arts and Culture
- A critical analysis of the reading habits of children using public libraries in Jaffna District
- An analysis of the relationship between digital literacy skills and academic performance of undergraduates with visual impairment in selected universities in the Western Province, Sri Lanka.
- Examining the status of Digital Reference Services: A study of state university libraries in Sri Lanka

- Development of a tool to enhance search capabilities of Sri Lankan State University digital repositories.
- Information needs and Information seeking behaviour of Sri Lankan Grapes Farmers: A case study from Jaffna District
- Factors affecting the implementation of Information Literacy Programmes in Sri Lankan schools: Special reference to the 1AB Tamil medium schools in Ampara District, Sri Lanka
- Feasibility of establishing a Geospatial Data Service for University Libraries: A case study of University of Peradeniya, Sri Lanka

(Source: Internal Records, 2022, NILIS)

04. Financial Situation

NILIS was successful in preventing a substantial loss in income during the period of concern amidst the pandemic situation and inability to physically convene students and other trainees at the institution.

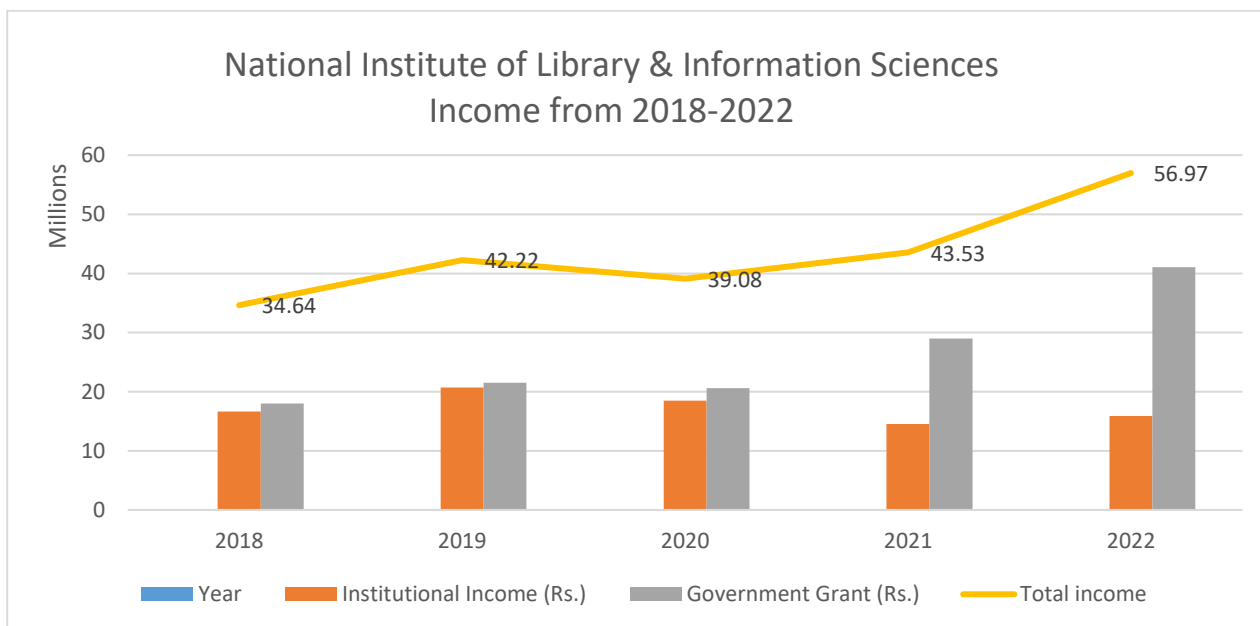


Fig 11; Income of NILIS from 2018 to 2022 (Source: Internal records). (Source: Internal Records, 2022, NILIS)

A brief record on recurrent and capital expenditure follows.

04.1 Recurrent Expenditure

Table 10. Recurrent expenditure of NILIS during 2021

| Subject | 2021 (Rs.) | 2022 (Rs.) |
|-----------------------------|----------------------|----------------------|
| a. Personal Emoluments | 32,550,744.00 | 42,625,215.00 |
| b. Supplies Expenses | 366,230.00 | 669,847.00 |
| c. Maintenance Expenses | 543,811.00 | 423,184.00 |
| d. Contractual Services | 1,459,422.00 | 1,667,838.00 |
| e. Other Recurrent Expenses | 6,026,915.00 | 5,271,826.00 |
| Total | 40,947,122.00 | 50,657,910.00 |

04.2 Capital Expenditure

Table 11. Capital expenditure of NILIS during 2021

| Subject | 2021 (Rs.) | 2022 (Rs.) |
|--|---------------------|-------------------|
| a. Acquisition of furniture & Office Equipment | 531,435.00 | 481,337.00 |
| b. Acquisition of Machineries | 1,470,150.00 | - |
| c. Acquisition of Building & Structures | - | 101,820.00 |
| d. Other – Books and Periodicals | - | - |
| Total | 2,001,585.00 | 583,187.00 |

06. Sustainable Development Goals in the strategic Plan

NILIS has connected most of the SDGs to its Strategic plan 2021-2025 and the following Table illustrates how each Goal is connected to strategies. Depending on the circumstances we have made our best attempts to cater to these Goals.

Goal 1: Achieving excellence in teaching/learning and research in LIS.

| Objective | Strategy | Activity | Responsibility | KPI | Performance Targets | SDG Targets |
|---|---|---|---|---|---------------------|----------------|
| | | | | | 2022 | |
| 1.1 To use appropriate pedagogies, andargogies and technologies to enhance quality of teaching/learning | 1.1.1 Strengthen the quality of NILIS students through effective teaching /learning system. | 1.1.1.1 Promoting interactive methods in teaching/learning | D / CC / SL /VF | No. of interactive sessions in programs | 40% | 4.4 |
| | | 1.1.1.2 Integrate Information Literacy into programs | D / CC / SL /VF | No. of Information Literacy sessions in programs | 40% | 4.7 |
| | | 1.1.1.3 Widening access to ICT resources | D / CC / SL /VF | No. of on-site students per computer | 8 | 9c |
| | | 1.1.1.4 Widening access to information resources | D / SAL | No. of books per student | 7 | 4.7 |
| 1.2 To upgrade the standards of the education programs in par with university standards. | 1.2.1 Establish a systematic review process of academic programs | 1.2.1.1 Review & revise existing Curricula | D / SL / CC /SAL | No. of revised curricula | 40% | 4.4, 4.7, 16.7 |
| | | 1.2.1.2 Review & revise existing By-Laws | D / SL / SAL | No. of revised By-Laws | 40% | 4.4, 4.7 |
| | | 1.2.1.3 Mapping curricula with SLQF Levels | D / CC / SL /VF | No. of curricula matched | 40% | 4.4, 4.7 |
| | 1.2.2 Strengthen the access to information in the library | 1.2.2.1 Upgrade the library databases to enable eacy access to library material | SAL | No. of users and catalogue records in the database | 100% | 4.7, 9c |
| | 1.2.3 Establish and promote new education programs | 1.2.3.1 Design and implement a Bachelors program in Information Management. | D / CC / SL / Curriculum Dev. Committee | Development of the curriculum & By-Law | 25% | 4.4 |
| | | 1.2.3.2 Increase the number of PG students | CC | No. of students | 10% | 8.3, 9.5 |
| 1.3 To strengthen research and publications. | 1.3.1 Strengthen the mechanism of research and publication | 1.3.1.1 Encourage student research on national and international issues | D / CC / SL /VF | No of research topics | All programs | 9.5 |
| | | 1.3.1.2 Increasing the no. of PG and doctoral students | Course coordinators | No. of students | 10% | 8.3, 9.5 |
| | | 1.3.1.3 Encourage teachers to apply for research awards | D/SL/SAL | No. of university / national / international awards | 1 | 9.5 |
| | | 1.3.1.4 Encourage publications by the academic staffs & students | D/SL/SAL | No. of publications / presentations | 7 | 9.5 |
| | | 1.3.1.5 Organizing national / international conferences, symposia and workshops | D/SL/SAL/SAR /SAB | No. of national/international conferences, symposia and workshops | 2 | 9.5 |

D-Director CC- Course coordinators SL-Senior Lecturers of NILIS SAL- Senior Asst. Librarian VF-Visiting Faculty

Goal 2: Providing improved infrastructure and human capital

| Objective | Strategy | Activity | Responsibility | KPI | Performance Targets | Targeted SDG(s) |
|--|--|---|--|--------------------------|---------------------|-----------------|
| | | | | | 2022 | |
| 2.1 To upgrade physical / visual environment. | 2.1.1 Improve and expand infrastructure facilities. | 2.1.1 Renovate the Toilet Block | D/SAR/SAB | % of the completion | 100% | 3 |
| | | 2.1.2 Repair the ceilings | D/SAR/SAB | % of the completion | 100% | 3 |
| | | 2.1.3 Establish new computer labs | D/SAR/SAB | No. of Labs | 0 | 9c |
| | | 2.1.4 installing a separate electricity meter | D/SAR/CEB | % of the completion | 50% | 7 |
| | | 2.1.5 Refurbishing and modernizing the lecture halls | D/SAR/SAB | % of the completion | 75% | 4.4, 7B |
| 2.2 To upgrade social environment | 2.2.1 Promote multicultural/multi religious social events | 2.2.1.1 organizing social events | D/CC/Students | No. of events | 2 | 11.4 |
| 2.3 To create a pool of competent staff | 2.3.1 Recruit high caliber staff | 2.2.1.1 Fill the academic cadre vacancy | D/SAR | % of the completion | 0 | 4.4 |
| | | 2.3.2 Form a pool of excellent visiting faculty | 2.3.2.1 Increase the number of expert resource persons | D / CC | no. of experts | 30 |
| | 2.3.3 Provide continuous training for the staff | 2.3.3.1 Train the permanent & visiting teaching staff | D/SAR/SAB/SL/SAL | No. of training programs | 2 | 4c |
| | | 2.3.3.2 Train the Executive staff | D/SAR/SAB | No. of training programs | 2 | 4c |
| | | 2.3.3.3 Train the support staff | D/SAR/SAB/Support staff | No. of training programs | 2 | 4c |
| 2.4 To promote sustainable environmental initiatives | 2.4.1 Introduce & practice sustainable environmental initiatives | 2.4.1.1 Promoting green initiatives | D and all staff | No. Of initiatives | 2 | 11.7 |

Goal 3: Ensuring good governance.

| Objective | Strategy | Activity | Responsibility | KPI | Performance Targets | Targeted SDG(s) |
|---|---|---|---------------------------|--------------------------------|---------------------|--------------------|
| | | | | | 2022 | |
| 3.1 To practice good governance at all levels | 3.1.1 Strengthen and maintain effective management system | 3.1.1.1 Submission of financial and non-financial reports timely and accurately | D/SAR/SAB | % of completion | 80% | 16.6 |
| | | 3.1.1.3 Develop Information brochures for all education programs | D / CC | % of completion | 50% | 16.6, |
| | | 3.1.1.4 Conduct\ statutory meetings regularly | D/SAR/SAB | % of completion | 100% | 16.6, 16.8 |
| | | 3.1.1.4 Form a Higher Degrees Committee | D/SAR | Forming the committee | | 16.6 |
| | | 3.1.1.5 Introduce paperless procedures as much as possible | D/SAR/SAB and other staff | No of new activities converted | 1 | |
| | | 3.1.1.6 Revise the NILIS Ordinance | D/SAR/Sub Committee | % of completion | 25% | 16.6 |
| | 3.1.2 Strengthen Financial sustainability of NILIS | 3.1.2.1 Conduct income generation short programs | D / SL / SAL / CC | Rs earned | 3 | |
| | | 3.1.2.1 Conduct income generation education programs | D/SAR/SAB / SL/SAL | Rs earned | all programs | |
| | | 3.1.2.3 Strengthen the Institutional Development Fund and other funds | D/SAR/SAB / SL/SAL | Rs earned | 10% | |

Goal 4: Fulfilling the social responsibility and ensuring national and international visibility.

| Objective | Strategy | Activity | Responsibility | KPI | Performance Targets | Targeted SDG(s) |
|--|---|---|-----------------------|-------------------------------------|---------------------|-----------------|
| | | | | | 2022 | |
| 4.1 To identify and address the training needs of the library & Information society of Sri Lanka | 4.1.1 Conduct programs to a wider user community | 4.1.1.1 Conduct PG and other education programs for Public/School Piriven and other library sectors | D/SL / CC | No. of programs & students | 12 | 4.4 |
| | | 4.1.1.2 Conduct short term training programs for Public/School and other librarians | D/SL / CC | No. of programs & students | 3 | 4.4 |
| | | 4.1.1.3 Conduct informative webinars / /lectures related to LIS | D/SL / CC | No. of programs & students | 8 | 4.4 |
| | | 4.1.1.4 Conduct Community Development Programs | D/SL / SAL/ CC | No. of programs & students | 4 | 10.2 |
| | | 4.1.1.5 Ensure equitable access to students from all provinces using blended learning model | D/SL / SAL/ CC | No. of provinces covered | 6 | |
| 4.2 To achieve national recognition | 4.2.1 Promote NILIS in the national context | 4.2.1.1 Staff engagement in collaborative / advisory activities in the university, national and professional bodies | D/SL / SAL /SAR / SAB | No. of engagements | 6 | 16A |
| | | 4.2.1.2 Develop networks with national professional organisations | D/SL / SAL /SAR / SAB | No. of collaborations | 5 | 16A |
| | | 4.2.1.3 Conduct training programs for external organisations | D/SL / SAL /CC | No. of programs & students | 2 | 16A |
| | | 4.2.1.4 Strengthen the presence of NILIS via Website & social media | D/ SL/ SAR | No. of sites with presence of NILIS | 3 | 16A |
| 4.3 To achieve international recognition | 4.3.1 Promote NILIS in the international context. | 4.3.1.1 Staff engagement / membership in international and professional bodies | D/SL/SAL | No. of engagements | 3 | 16A |
| | | 4.3.1.2 Develop networks with international professional organisations | D/SL/SAL | No. of engagements | 3 | 16A |
| | | 4.3.1.3 Visits of international scholars to NILIS and from NILIS | D/SL/SAL | No. of visits | 1 | 16A |
| | | 4.3.1.4 Invitations received by the NILIS staff from international bodies | D/SL/SAL | No. of invitations | 2 | 16A |
| | | 4.2.1.4 Strengthen the presence of NILIS via Website & social media | D/SL/SAL | No. of sites with presence of NILIS | 3 | 16A |
| | 4.3.2 Establish the presence of NILIS in international academic / professional bodies | 4.3.2.1 Obtaining membership in relevant academic / professional associations | D/SL/SAL | No. of memberships | 2 | 16A |