




STRATEGIC PLAN 2018–2022




**National Institute of Library & Information Sciences
University of Colombo**


STRATEGIC PLAN 2018–2022

This strategic plan illustrates the disciplined approach to the management of the National Institute of Library and Information Sciences (NILIS), University of Colombo over the next five years; and was prepared in consultation with all members of the academic and administrative staff of the institution.

 National Institute of Library and Information Sciences (NILIS)
University of Colombo
94, Cumaratunga Munidasa Mawatha,
Colombo 03
00300
Sri Lanka

 www.nilis.cmb.ac.lk

 +94 11 2507150

 info@nilis.cmb.ac.lk

OUR VISION

To be the center of excellence in information science

OUR MISSION

To help all levels of members of education, manufacturing, and service organizations, to acquire knowledge, skills, and attitudes, in digital information; by providing programs of international standards, accessible and adjustable for all categories of stakeholders, in order to create and empower information literate citizenry in the spheres of teaching, training, research, and consultancy, to fulfill the sustainable national development goals.

Our Core Values

Developing Core Values

By analyzing the Mission statement, it was identified that the ultimate aim of the NILIS is to reach academic excellence in IL while securing national values. In order to reach excellence as a state sector entity, the availability of Critical Success Factors (CSFs) need to be assured. Critical Success Factors indicate conditions that need to be in existence in order to reach the final goal. Accordingly, five specific perspectives for the NILIS were recognized: Academic Perspective, Infrastructure Perspective, Customer Perspective, Human Resource and Financial Perspective, and Social Contribution Perspective. Thus, in order to reach excellence, the team identified that the University needs to reach five goals as shown below.

Core values

- Quality
- Service to the nation
- Efficiency and effectiveness
- Commitment
- Professionalism and Sustainability

Our goals

1. Goal: Produce Information Literate citizens to deal with LIS related future challenges effectively
2. Goal: To create a conducive customer friendly physical and social learning support environment
3. Goal: To create a competent group of professionals in LIS
4. Goal: To become an effective, financially self-sufficient organization
5. Goal: To contribute towards sustainable development through expanding LIS

Information Literacy in Sri Lanka

Library & Information Sciences, Information Management, and Information Literacy

Clarifying the relationship between the above terms and the role of different organizations in relation to each activity, will be useful for decision makers to take important decisions.

Library & Information Sciences

Evidently, the library is the only agency devoted solely to the purpose of collecting, preserving, making available, transmitting and securing the widest and most effective use of the records of civilization by the society, of which it is a part. Fundamentally, however, the library, on its own and all by itself, cannot carry out these functions. This is because, the library is essentially a human enterprise and like all such enterprises, it must depend “ultimately upon the skilled minds and talents of librarians for it to perform its proper role in our ever-changing society”.

Librarians not only manage collections, they evaluate, analyze, organize, package, and present information and train people in its use. The LIS specialization introduces students to research, theories, and approaches, as well as the practices of library and information sciences. LIS students develop knowledge regarding information representation and organization, information architecture, content and collections, information needs and uses, and information technology.

Information Management

Information is the foundation of every organization. Those with accurate, reliable and timely information have an economic advantage over their competitors. Best practices, found within best-in-class organizations, dictate that the information be treated in the same manner as other valuable assets and, regardless of their type, assets require careful management, thoughtful governance, and strategic consideration in their use and control.

The organizations that apply lax, ad-hoc or hurried methods to their information management practices find that business critical information is unavailable, or worse, lost at decision time. When important information is locked in silos and cannot be shared across the enterprise, information trustworthiness (a good measure of quality) is low within user communities, vital processes dependent on this data are the source of exceptions requiring manual intervention, and result in inefficiency and profit/revenue loss.

Skillful information management improves organizational efficiency and business results by delivering measurable competitive advantages such as; customer intimacy, supplier optimization, risk mitigation, data-driven decision support and internal transparency. In fact, any business output that is dependent on the delivery of quality, trusted and timely information to the right user or process at the right time in an understandable and interpretable way requires good information management practices.

The Gartner organization defines enterprise information management as "An integrative discipline for structuring, describing and governing information assets, across organizational

and technological boundaries, to improve efficiency, promote transparency and enable business insight." Gartner goes further to say "organizations integrating high value, diverse, new information types and sources into a coherent information management infrastructure will outperform their industry peers financially by more than 20%."

In other words, good information management is about delivering business insight using the full set of information, and it makes a significant impact to an organization's performance if done well. Our Semaphore platform helps organizations integrate all available sources of information; structured and unstructured, into a coherent information management platform to aid in making data-driven business decisions to increase revenue and outperform their competition.

Information Literacy

When considering the Sri Lankan school library system, the educational reforms implemented by the Ministry of Education (MoE) in 1998, with the assistance of the World Bank, paid special attention to convert the traditional school library into a school library learning resource center for the enhancement of quality teaching and learning. To accomplish this goal the MoE implemented various measures. The initial step was to establish the School Library Development Unit (SLDU) within the MoE, as a new concept for developing island - wide school library programs. Also an assistant director of education (school library) was appointed to each province and each zone of education. They are the officers responsible for planning, monitoring, and evaluating the school library programs of each province and zone.

In addition to that, two thousand new school libraries were built, and two thousand existing libraries were renovated. The name of the school library was changed to School Library Learning Resource Centre (SLLRC) which is the combination of three units in the school system; the library, audio- visual room, and computer room. Parallel to this task, four thousand graduates were appointed as teacher librarians to the island wide school system and the National Institute of Library & Information Sciences (NILIS) was established under the University of Colombo, within the university premises, to provide professional qualifications for the above cohort.

Empowering 8 Information Literacy Model

In 2004 IFLA-ALP and NILIS jointly organized a five - day international workshop in Colombo to promote information literacy for learning in the South and South East Asian countries. The output of the workshop was an eight step model, **Empowering 8**, as a novel information literacy model in the field.

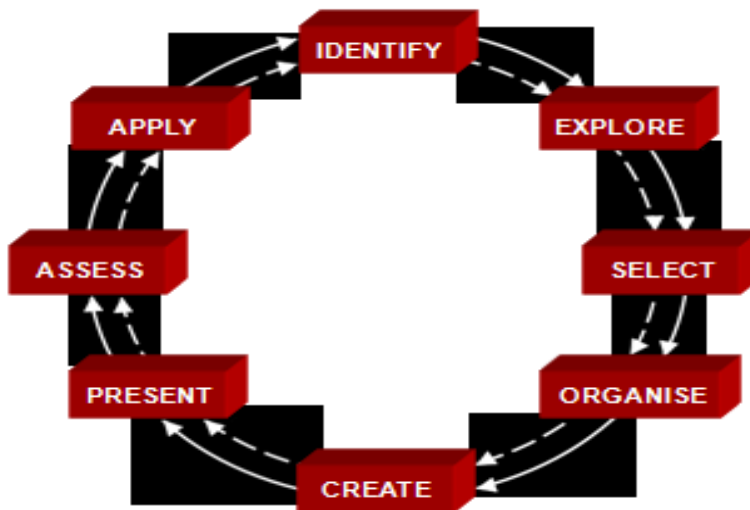


Figure 1 Empowering 8 Information Literacy Model

After the formulation of this model in 2005, NILIS introduced it to the school and university system as a teaching - learning model, with the patronage of the University Grants Commission (UGC) and the Ministry of Education in Sri Lanka.

Since 2005, NILIS has been conducting lectures, workshops, seminars, providing trainers for training programs and general and subject- related reading camps, school - based staff development programs and also national and provincial level conferences, based on the Empowering 8 Model, to uplift the information literacy skills in the school education system island wide. However, a formal agenda related to the information literacy subject could not be implemented in the school education system by the MOE.

When translating the English term ‘information literacy’ into Sinhala or Tamil languages in general education, it provides related meanings such as information competency and information fluency. This is because the Sri Lankan general education reforms are based on Seven Basic Competencies, (i) Competencies in communication: (ii) Competencies relating to personality development (iii) Competencies relating to the environment (iv) Competencies relating to preparation for the world of work (v) Competencies relating to religion and ethics (vi) Competencies in play and use of leisure (vii) Competencies relating to ‘learning to learn’ and competency - based learning process. (Ministry of Education (2013)

On the other hand, research reveals that ‘the G.C.E. A/L stage is a very competitive and crucial stage in the Sri Lankan education system and students are more concerned with cramming of facts rather than acquiring competencies’. This evidence elaborates a mismatch between basic competencies and information competency regarding the G.C.E.A/L stage. As a result, ‘Sri Lanka has managed to achieve high levels of literacy; it has been unable to provide students with high - quality educational service.’ (Liyanage, K. 2015). It means, that the teaching - learning process does not centralized on resource, project, problem and inquiry -

based leanings. Therefore, introducing a separate information skills development program for general education in Sri Lanka is essential to minimize this situation.

The concept of information literacy consists of three components such as Information skills, generic skills and values and beliefs. “Generic skills include problem solving, collaboration and teamwork, communication and critical thinking. Information skills include information seeking, information use and information technology fluency. Values and beliefs include using information wisely and ethically, social responsibility, and community participation”. Bundy, Alan 2004.

When combining the above three segments with teaching any subject area in school education, students could develop their information literacy skills and gradually become independent and lifelong learners. In order to accomplish this goal, the Empowering 8 (E.8) information literacy model provides the proper road map to reach the destination. This study has been conducted as an action research. Hine (2013) Explains action research as follows “Historically, the term ‘action research’ has been long associated with the work of Kurt Lewin, who viewed this research methodology as cyclical, dynamic, and collaborative in nature. Through repeated cycles of planning, observing, and reflecting, individuals and groups engaged in action research can implement changes required for social improvement”

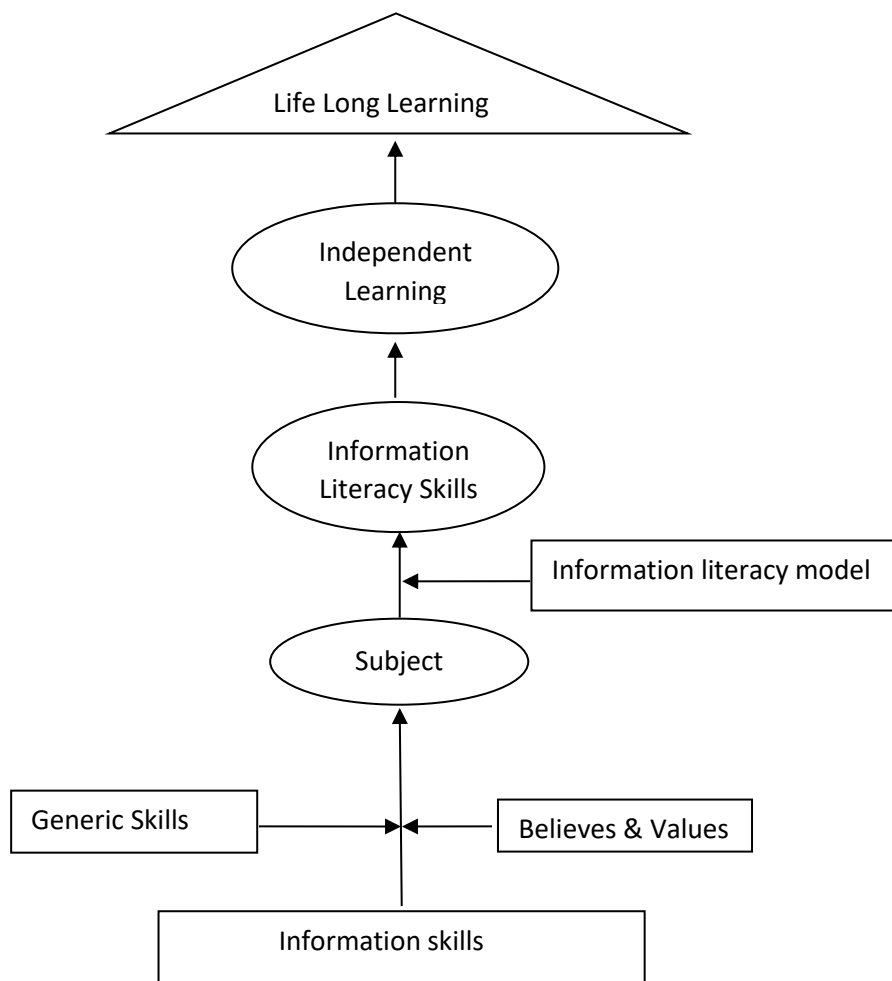


Figure 2: Information Skills to Life Long Learning

Before engaging in an Information literacy program based on Empowering 8 Model, students need to be competent in information skills under each stage.

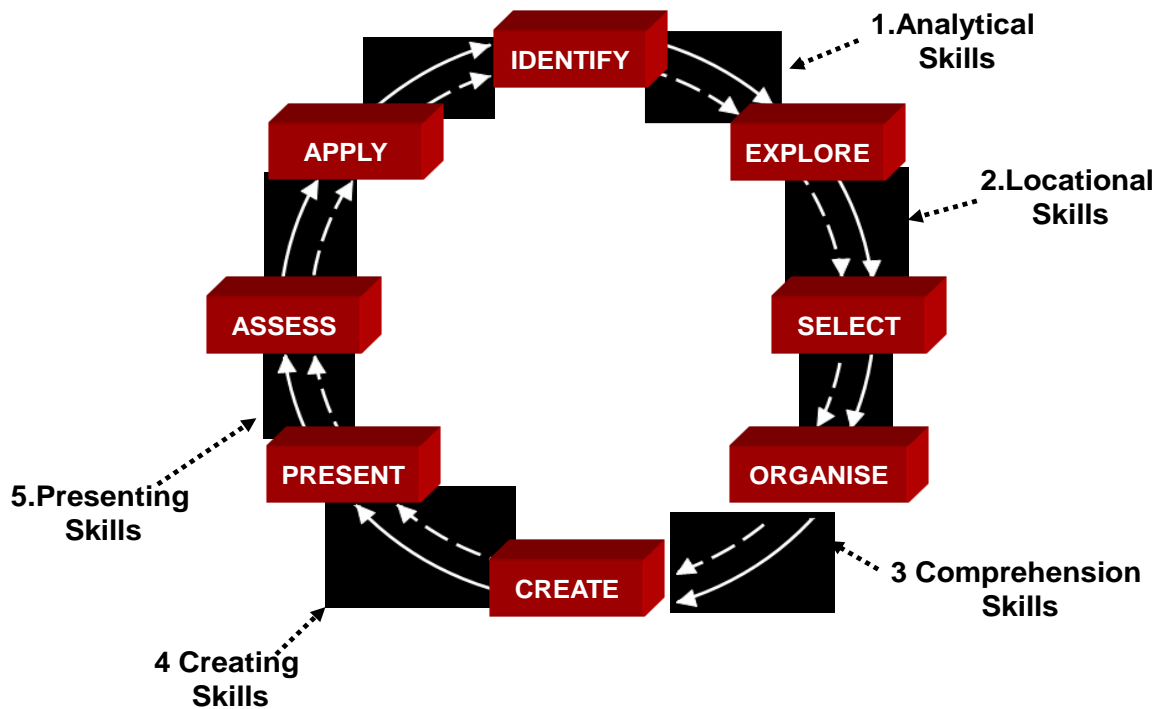


Figure 3: Empowering 8 and related skills

Table: 1 Stage and type of Information skills

Stage	Type of information skills
<ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> Analytical skills
<ul style="list-style-type: none"> Explore 	<ul style="list-style-type: none"> Location skills (printed and electronic)
<ul style="list-style-type: none"> Select and organize 	<ul style="list-style-type: none"> Comprehension skills
<ul style="list-style-type: none"> Create 	<ul style="list-style-type: none"> Reporting skills (printed and electronic)
<ul style="list-style-type: none"> Present 	<ul style="list-style-type: none"> Presentation skills

According to the theoretical perspective about Blooms' Revised Taxonomy, students who engage in the remembering, understanding and applying stages are the surfaces learners. However, if they move to analyzing, evaluating, and creating, the upper stages of this taxonomy, they can be deep learners. To convert this theory into practice the IL model is essential. Figure 4 demonstrates that combination.

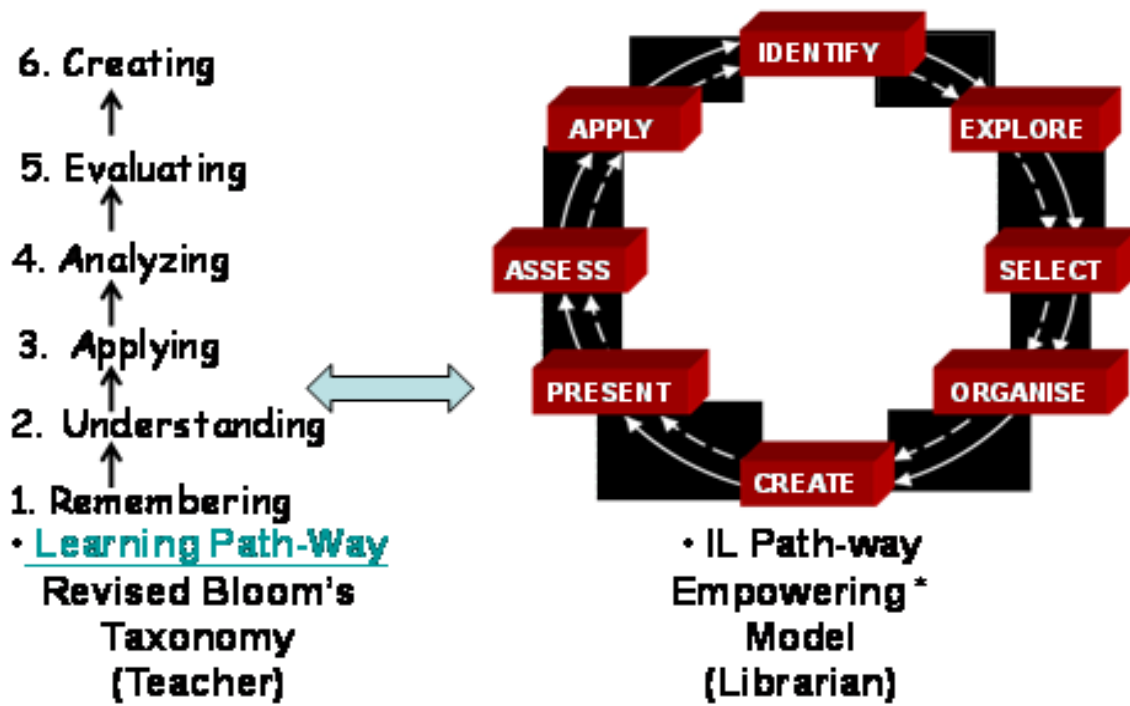


Figure 4: Process of Learning

When using this model for the teaching learning process, the students need to apply the above information skills to complete their tasks. The subject teachers and teacher librarian collaboration is essential to fulfil the students' achievement level. The double arrows of the cycle indicate that phenomena. This research focuses on developing information skills under each stage of E.8 model.

Objectives of Establishing NILIS

NILIS is an internationally recognized higher educational institution. The primary objective in the initiation of the institute was to train the human resources necessary for the school library sector in Sri Lanka. In addition, the institute has been empowered by the NILIS Ordinance of 1999 to conduct other postgraduate programs in the field of Library and Information Sciences (LIS) Teacher Librarianship (TL) and Information Management (IM)., and to produce the necessary high-quality human resources essential for universities, research institutes, government departments, local government authorities and other library and information sectors in the country. Another major objective of NILIS is to develop continuing professional development (CPD) programs for the LIS professionals, to update and upgrade their skills and knowledge.

Specialty

NILIS is a specialist institution in the field of Information Literacy (IL) Education. Information literacy is a set of skills in identifying, evaluating, using, and creating information, for the academic, Professional, and Personal purposes in the society. IL increases the life-long learning capacity of all individuals. NILIS, through its range of courses at certificate, diploma, and postgraduate levels, cultivates these skills, paying attention to individual capabilities, to enable each scholar to reach a higher order of learning. In addition, NILIS is increasing its attention on Information Management (IM), which focuses on managing information in a technology-based environment.

Organizational Structure

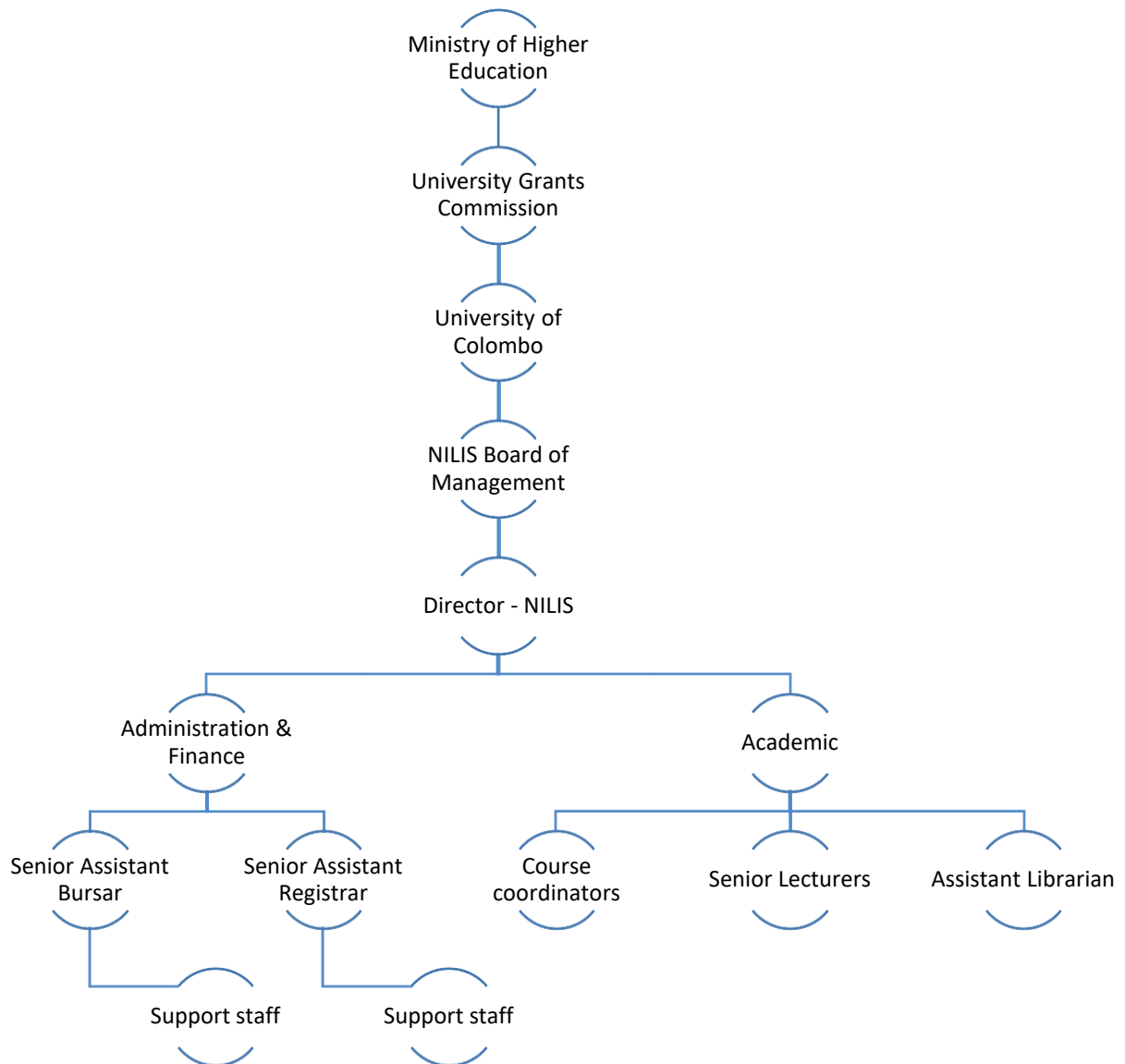


Fig.5 The organizational structure of NILIS, University of Colombo.

Director-NILIS reports to the NILIS Board of Management and to the Senate. The Director is a member of the University Senate, and several other high-level committees.

The Chairman, NILIS Board of Management is the University Grants Commission member who becomes the SCOLIS Chairman of UGC, Sri Lanka. The Board is comprised of representatives from the Ministry of Higher Education, University Grants Commission, National Library of Sri Lanka, and the Sri Lanka Library Association, and the Dean of the Faculty of Education. NILIS board minutes are reviewed and approved by the highest academic and administrative bodies of the University of Colombo.

All academic functions of the institute are overseen by the Academic Committee, which again is comprised of external experts in library sciences, information management, and ICT, in addition to the senior NILIS officers and the academic staff.

Within the organization, the finance and administration divisions are managed by the Senior Assistant Bursar, and the Assistant Registrar respectively. The Academic Staff function as course coordinators and teachers. Also, nearly 40 professionals in the sphere work together as the visiting faculty.

Board of Management	<p>Dr Ruvaiz Haniffa Mr Prasanna Ranaweera Prof M Vithanapathirana Prof KP Hewagamage Prof WWDA Gunawardana Dr Wathmanel Senevirathne Dr Nayana Wijayasundera Mr W Sunil Ms HDC Janaki Ms Ajitha Batagoda Ms S Arulananthan Mr JP Wipularatna Ms HVSM Jayasekara</p>	<p>Chairman/ NILIS Director/ NILIS Dean/ Education Nominee of UGC Nominee of UGC Nominee of SCOLIS Nominee of UGC Director General/ NLDSB Nominee of MoHE Nominee of Treasury President, SLLA Senior Assistant Registrar/ NILIS Senior Assistant Bursar/ NILIS</p>
Academic Committee	<p>Mr Prasanna Ranaweera Mr GP Seneviratne Dr Wathmanel Senevirathne Dr Nayana Wijayasundera Ms RC Kodikara Dr Ruwan Gamage</p> <p>Dr Namali Suraweera</p> <p>Mr GR Padmasiri Mr W Sunil MS KRN Harashani Mr JP Wipularatna Ms HVSM Jayasekara</p>	<p>Director (Chairman) Nominee of BoM Nominee of BoM Nominee of BoM Nominee of SCOLIS Snr Lecturer/NILIS, Coordinator – Mphil /PhD program Head/Department of Library and Information Science, University of Kalaniya Nominee of SCOLIS Director General/ NLDSB Nominee/ SLLA Senior Assistant Registrar/ NILIS Senior Assistant Bursar/ NILIS</p>
Senior NILIS Staff		
Director	Mr Prasanna Ranaweera	
Senior Lecturers	Dr Ruwan Gamage	
Assistant Librarian	Mr Uditha Alahakoon	
Senior Assistant Registrar	Mr JP Wipularatna	
Senior Assistant Bursar	Ms HVSM Jayasekara	

Present Performance

Courses Offered (In Comparison with the Ten Levels of the Sri Lanka Qualifications Framework)

NILIS offers postgraduate, diploma, and certificate courses in Library and Information Sciences, Teacher Librarianship, and Information Management. In addition, the institute conducts a range of short courses on Office Management, Office IT, English and Information Literacy.

The duration of these courses varies. MPhil/PhD courses span over 4 years. One 2-year Masters Course is available in Library and Information Science (MLS). MTL, MIM, PGTL, PGDIM and PGLIS are one-year courses which include a research component. These courses tally with the Sri Lanka Qualifications Framework (SLQF) as given below.

Table 2: Courses conducted by NILIS and the corresponding level in the Sri Lanka Qualifications Framework.

SLQF Level	Description	Courses Available
1	Certificate	CSL (Certificate in School Librarianship) CPL (Certificate in Public Librarianship)
2	Diploma Part I	PLIM (Preliminary Certificate in Library and Information Management) DSL (Diploma in School Librarianship) DPL (Diploma in Public Librarianship)
3	Diploma Part II	ILIM (Intermediate Certificate in Library and Information Management)
4	Higher Diploma	DLIM (Diploma in Library and Information Management)
5	Bachelors	NA
6	Bachelors Hons	NA
7	PG Diploma	PGTL (Postgraduate Diploma in Teacher Librarianship) PGDIM (Postgraduate Diploma in Information Management) PGLIS (Postgraduate Diploma in Library and Information Sciences)
8	Masters	MLS (Masters in Library and Information Sciences) MTL (Masters in Teacher Librarianship) MIM (Masters in Information Management)
9	MPhil	MPhil (Master of Philosophy)
10	PhD	PhD (Doctor of Philosophy)

Pathway of Progression

NILIS offers a continuous pathway to develop the professional career and the academic life of a candidate. A graphical representation of the development pathway has been given below.

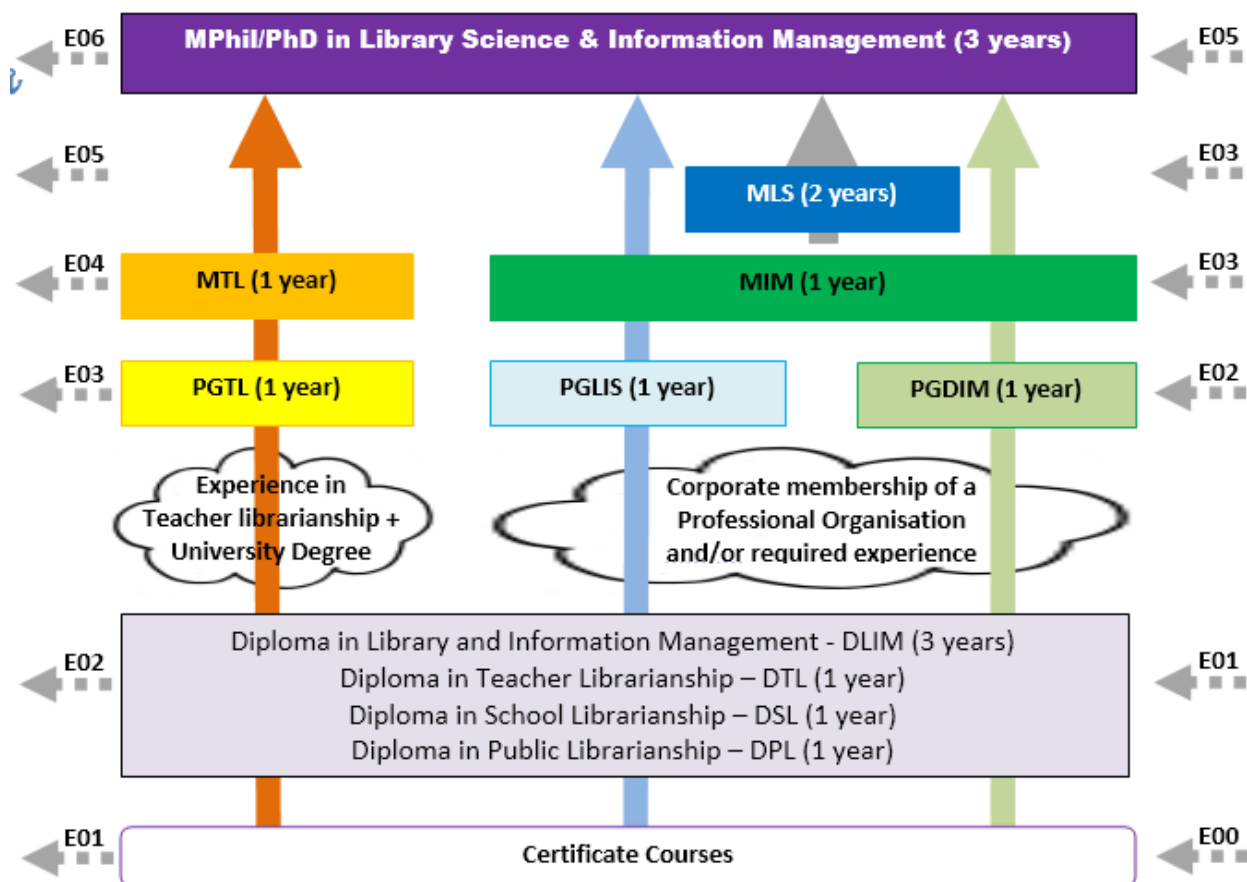


Fig. 6 Relationship between NILIS courses, and the pathway for progression

- The above time durations are for full time studies. Part time programmes usually run longer than given here.
- As depicted in the above, if the candidate has already obtained required minimum entry qualifications (E1 to E5), there is an opportunity to directly enter into Postgraduate Diploma, Masters, or PhD programs. Those who complete each level qualify for the next level.

Enrolment for NILIS Postgraduate Programs in the past decade is given below (Fig.3).

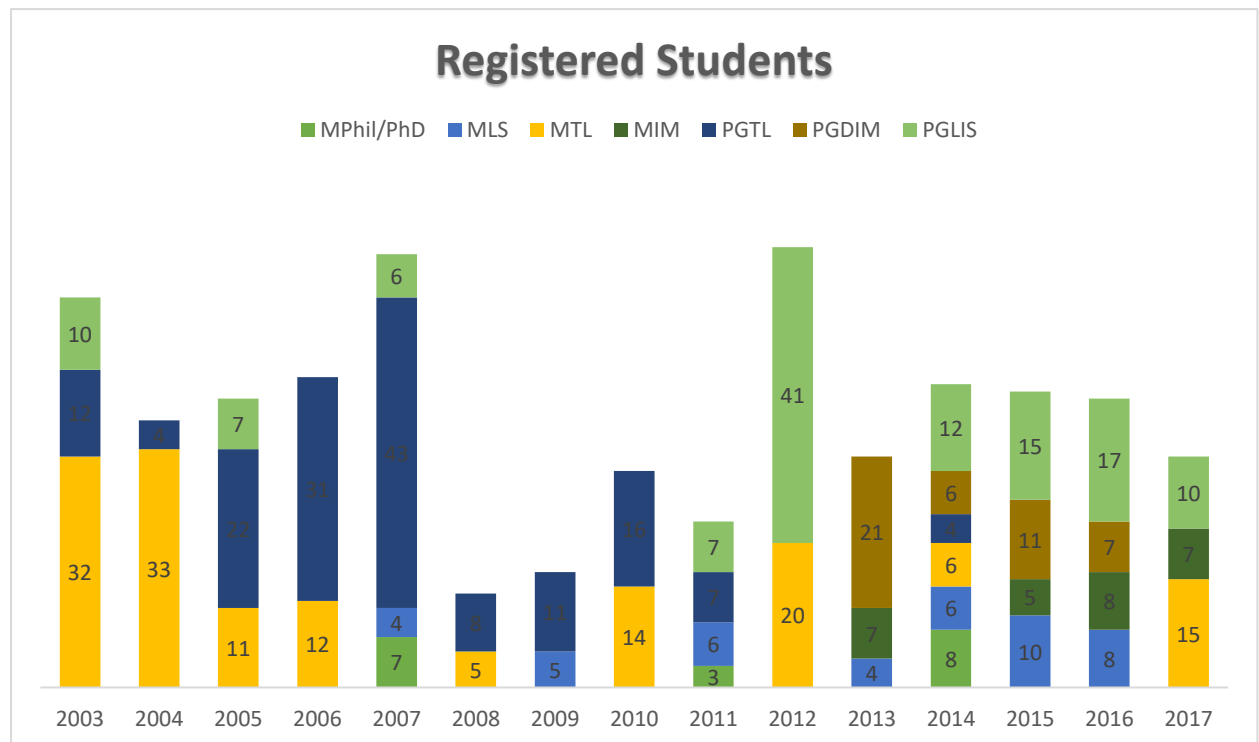


Fig 7. Student enrolment for postgraduate programs conducted by NILIS During 2003-2017

One of the persistent problems NILIS has encountered during the period is the inconsistency of student enrolment for its postgraduate programs. With the non-graduates who have extended experience, and the highest professional qualifications in their chosen fields, being given the opportunity to follow postgraduate degree courses, NILIS achieved a significant increase in the student intake in 2012. However, again the number enrolled has declined.

Of the 4000 Teacher Librarians recruited in 2003, NILIS has to date, trained only around 150 teacher librarians. (this is in addition to around 100 educational administrators who followed the NILIS TL courses).

During the period 2003 to 2017, 2786 individuals had enrolled for the Certificate and Diploma courses in Library Science, Teacher Librarianship and Information Management, conducted by NILIS.

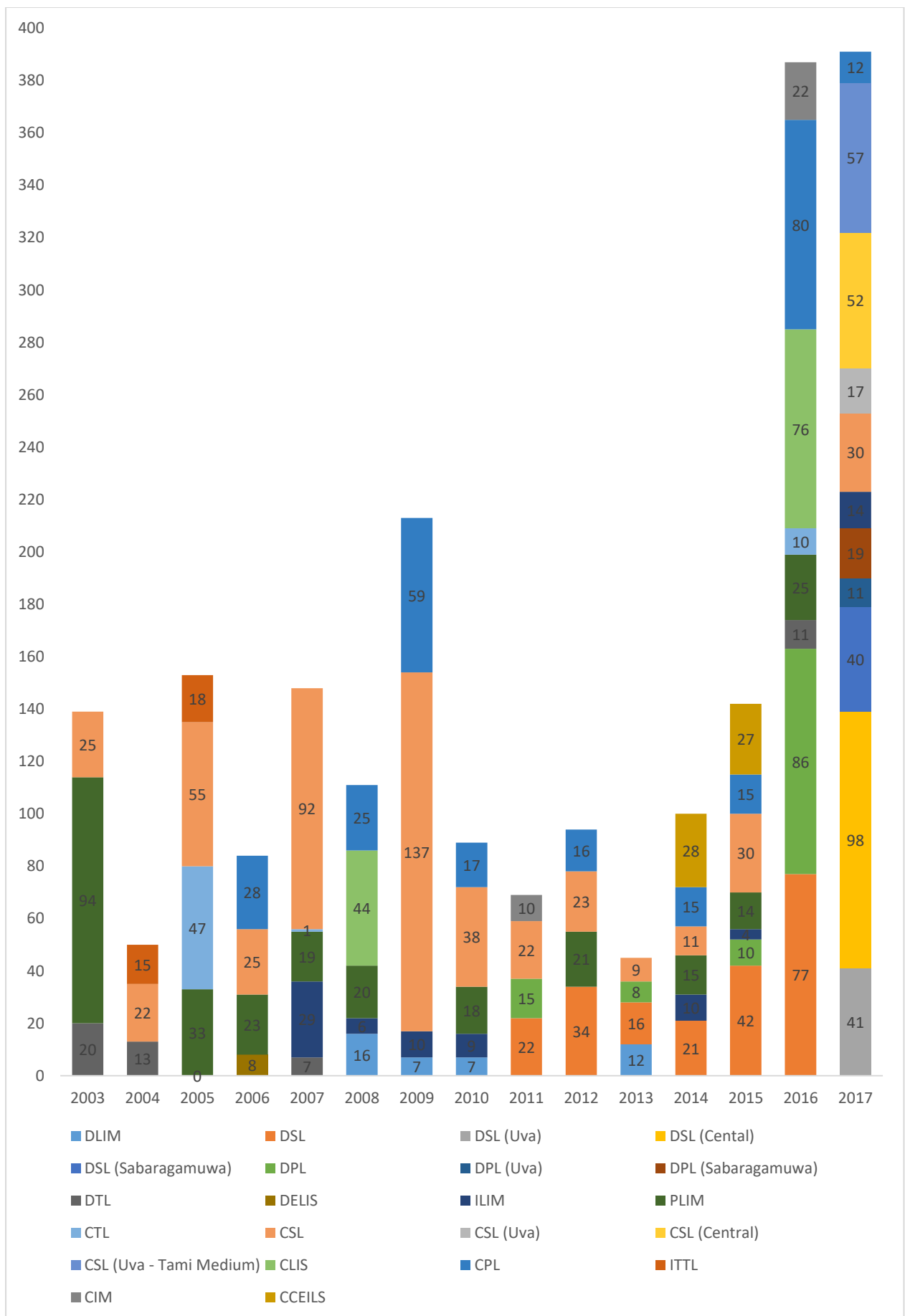


Fig. 8. Enrolment of students for NILIS Certificate and Diploma courses from 2003 to 2017

As per the above graph, a large percentage of students following the non PG regular courses are those who have enrolled for the CSL and DSL. However, there has been an obvious reduction in enrolment for these courses during the recent past. In fact, a decline in

enrolment for professional qualifications has been evident since 2009. However, there has been a significant increase in enrolment in 2016 and 2017.

In addition to the above, conducting short courses for Continuous Professional Development (CPD) is another area to focus on. During the past, such courses have been conducted for writers, health sector professionals, library attendants etc. Trainees of these CPD courses have expressed their overwhelming satisfaction regarding the courses.

It is expected that increasing the quality and relevance of the courses by curriculum development.

Increased international cooperation and competitiveness

NILIS has already signed an MOU with the International School of Information Management (ISIM), Mysore, India. Accordingly, both institutions help each other when they conduct conferences/symposia.

Currently, NILIS maintains close contact with the Maldives National University, and the Maldives National Library. NILIS courses are accredited in the Maldives. Director, National Library of Maldives, and the President of the Maldives Library Association Ms Maha Didi visited the institution in July, 2014 and explained the opportunities for training librarians in the Maldives. From 30th November to 04th December 2014, NILIS Senior Lectures Dr Ruwan Gamage and Mr PG Premadasa conducted a workshop on Information Literacy for Librarians from the Maldives and other SAARC countries at the Maldives National Library premises. The workshop was organized by the National Library and the SAARC Documentation Centre (SDC), India.

Professor Thomas B Van Der Walt from the Department of Information Science, University of South Africa visited NILIS and discussed opportunities for cooperation. Prof. Diljith Singh from the University of Malaya, Malaysia visited NILIS every year to upgrade the MPhil/PhD studies since 2014.

Financial Management and Sustainability

NILIS Expenditure vs Earnings (Fig. 11) shows the deficit and surplus. Earnings have not been adequate to sustain the institution, which is justifiable due to the service nature of the institution. Library and Information Sciences is a very specific subject area, which can attract only a limited clientele. Currently, majority of the NILIS students are self-funded. They are either engaged in low-income jobs, or unemployed. Therefore, it is not practical to charge high course fees.

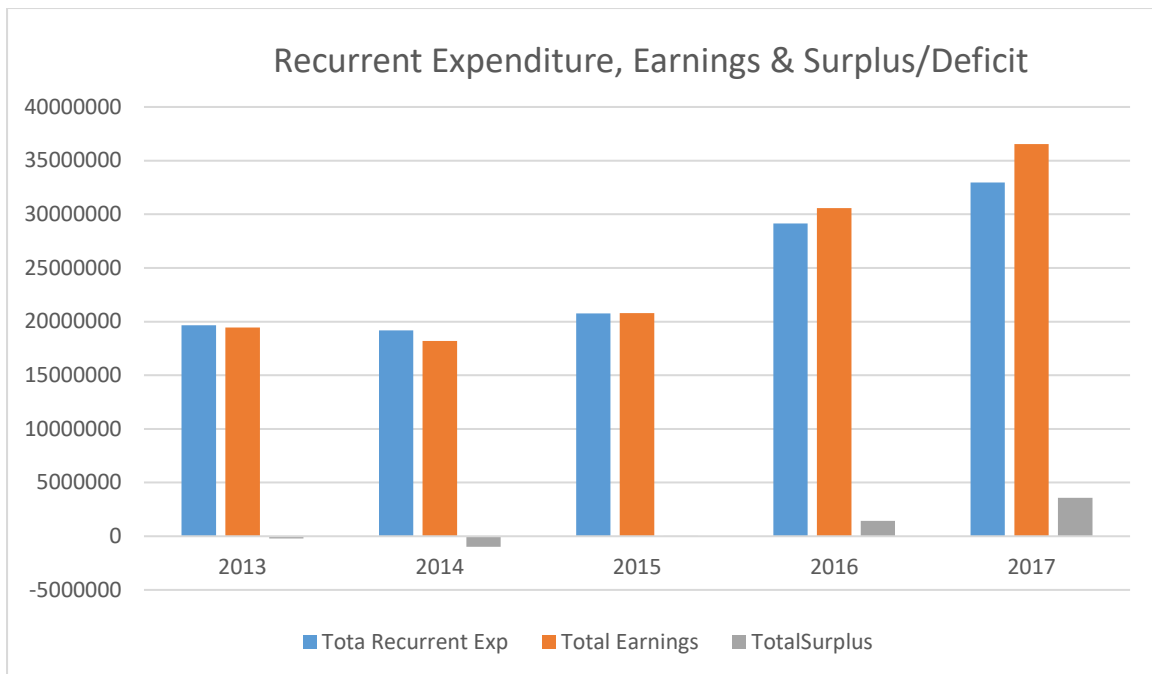


Fig.11. Earnings vs expenditure of NILIS during 2013 - 2017 in Sri Lankan Rupees. (Source: Annual reports and financial records)

A record of the recurrent expenditure during 2013-2017 is found here.

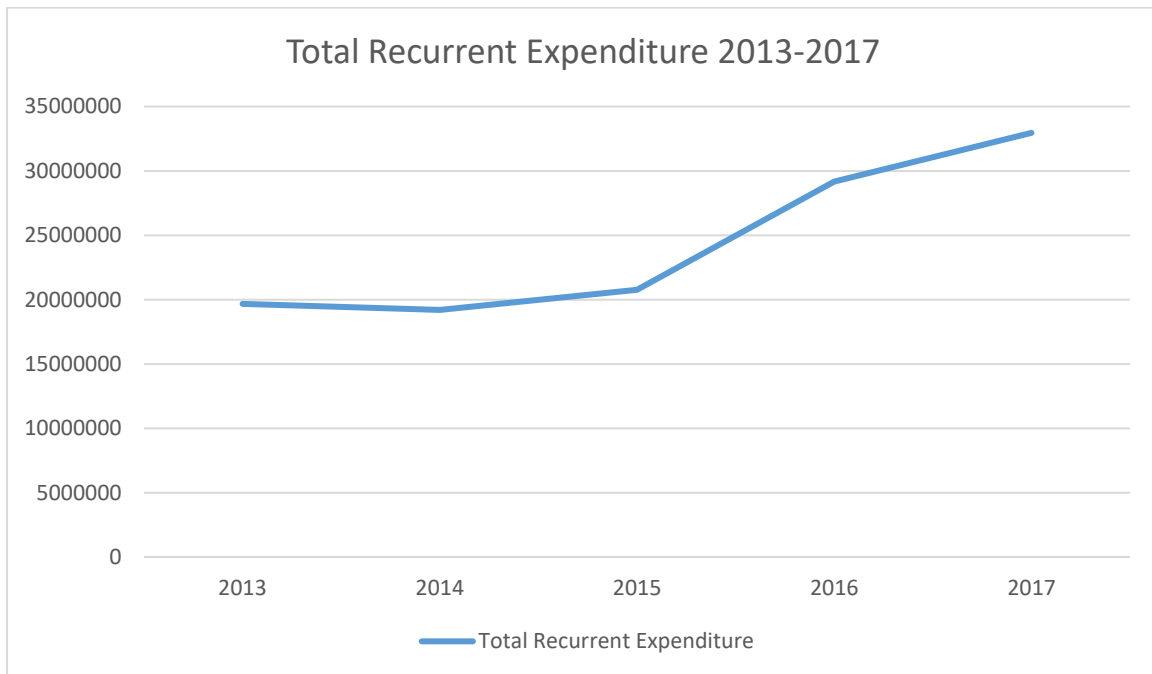


Fig.12. Recurrent expenditure of NILIS during 2013 - 2017

The Future of NILIS

Strategic plan

Rationale for the strengthening of NILIS as national institute for information literacy.

The 21st century global trends are for environmental friendly, technology based sustainable development. Hence, education, manufacturing and other service organizations are using modern technology for decision making and routing activities. As Sri Lanka too is proceeding towards a digital world in order to fulfill the national goals, there is a need for teachers, managers, and decision makers, with knowledge and skills in the digital information system. According to information technology, the world is gradually changing towards the Digital Era. As a result, the education system too, should change towards this digital era. To reach this era, the first traditional learning theories were changed to the connectivism learning theory in 2005. Because, according to the ICT revolution, knowledge is networked. As a result, learning pathway and Bloom's taxonomy, too were changed to Bloom's digital taxonomy in 2010, and the teachers' role also converted to the networked teacher, and the mobile devices such as smart phone, I-pad, and tablets, considered as the learning tools.

Educationists throughout the globe introduced the 21st century learning framework for global education; and the major learning skills in order for students to achieve digital citizenship are the 4C's- Critical thinking, Creative thinking, Collaboration and Communication. Information literacy is the major discipline universally accepted, in order to accomplish this goal. Therefore, NILIS introduced information literacy programs for the general and higher education systems in Sri Lankan in 2005. With the rapid changes in information technology there is a need to widen teaching and training in information literacy. **At present there is no organization other than NILIS, to train personnel, and develop information literacy programs in the Sri Lankan context.** NILIS is planning to take the initiative to fill this gap by changing and modernizing its role. Therefore, NILIS as a national institute needs to accelerate its in-house and outside programs according to the future demands.

Therefore, the Strategic Plan for NILIS should be based on its new role and should be redirected towards Information Literacy with a new vision, new mission and a new structure.

Interpretation of Values

Our core values supply our priorities to maintain our services to the nation:

- **Quality**
We endeavour to maintain the internal and external customer satisfaction unaffected
- **Service to the nation**
We endeavour to serve the IL needs of every Sri Lankan in a professional, responsible and accountable manner.
- **Efficiency and effectiveness**
We endeavour to provide all our services with minimum consumption of resources, taking minimum time and meeting purposes of the customer.
- **Commitment**
We endeavour to achieve organisational success through fullest commitment of our staff.
- **Professionalism**
We endeavour to maintain excellence in performing our tasks, with optimum utilization of resources, to achieve continually improving productivity
- **Sustainability**
We endeavour to protect the physical and socio-cultural environment when operating all our IL projects, encourage adaptability of IT technology and IL to national culture, and uphold ethical and efficient use of IL for various professions in the service to the nation.

Goal Justification

	Goals	Justification
1	Produce Information Literate citizens to deal with LIS related future challenges effectively	As an empowered national institute, it is the responsibility of NILIS to prepare Sri Lanka's present and next generation to adapt and face the challenges in the new technological culture effectively
2	To create a conducive customer friendly physical and social learning support environment	There is a need to develop proper physical infrastructure and positive attitudes towards library sciences
3	To produce a competent group of professionals in LIS	It is one responsibility of NILIS to ensure that LIS reaches all the target community groups
4	Become an effective, financially self-sufficient organization	While providing a quality service, NILIS strives to economize its operations, in order to become economically viable.
5	Contribute towards sustainable development through expanding LIS	To help the world's and the nation's expectation to establish and develop a paperless office environment in order to maintain a sustainable green environment

Linking goals to critical success factors

	Perspective	Critical success factors	Goals
1	Customer perspective	Marketable qualifications, competitive and profitable (satisfied) product	produce Information Literate citizenship to deal with LIS related future challenges effectively
2	Operation (facilities) perspective	Use of updated technology, efficient system	Create a conducive customer friendly physical and social learning support environment
3	Employee (HR) perspective	Professional facilitators and administrators	Create a competent group of professionals in LIS
4	Management perspective	Customer friendly systems, self sufficiency	Become an effective, financially self-sufficient, organization
5	Social perspective	Good image	Contribute towards developing sustainable development through expanding LIS within the country

SWOT Analysis

Strengths

- Being the only national institute within the university of Colombo
- only institution to empower the nation towards information literacy citizenship
- few qualified academics in the field of IL
- administrative support from ministry of education and provisional departments
- promoting IL programs in higher education for the Sri Lankan university system
- well-equipped library and computer lab
- teaching capacities in all three languages
- having a team of external resource people
- availability of facilities for teaching, research and learning weekdays programs
- Strengthening the collaboration with SLDB

Weaknesses

- Inadequate funds
- Insufficient permanent academic and non-academic staff
- Lack of residential facilities
- Lack of representatives for decision making from the relevant important organizations at the BOM meetings

Opportunities

- With the change of technology, the increasing demand for Information literacy
- IL becomes a global subject
- IL is a major component of the teaching learning process
- IL has become an important area for other professions
- Introducing IL support policies by the government
- Opportunities for IL in foreign countries
- Academic consultancy for the reading promotional National level project conducted by Presidents office and MOE

Threats

- Controversial policies of related institutions
- Negative attitude towards the present library system
- Lack of institutionalization of the concept of IL within the system

According to the SWOT analysis, the followings are identified as issues to be addressed.

1. Lack of recognition of the role of NILIS within the national education structure
2. Financial unstable situation
3. Unattractiveness of some academic programs
4. Expansion of IL related programs

In order to reach the set goals of NILIS, strategic objectives were identified through a brainstorming session. This ensures that identified strategic objectives are practically feasible within prevailing constraints. Having identified the strategic objectives, they were matched with the results of the SWOT analysis.

According to SWOT analysis, NILIS has to face the challenge of a number of weaknesses and threats with a reasonable number of strengths, and more opportunities to be exploited. Under this situation, greater concentration has to be given to exploiting available strengths and opportunities to overcome the challenge of weaknesses and threats. At the same time since, weaknesses are internal failures, it is identified that strategic actions are required in minimizing weaknesses. Similarly, attention is also drawn to using strengths for taking advantage of opportunities available. It was also identified that attention needs to be drawn on using strengths of NILIS in controlling its weaknesses. Finally, as a responsible organization, NILIS needs to have strategic directions on maximum use of internally available resources.

Strategy selection

Based on the SWOT analysis it is clear that there are lot of opportunities and strengths that can be used for the NILIS. Hence the best strategy for NILIs would be the (WO); developing strategies to take advantage of opportunities and strengths, by overcoming weaknesses

Thus, strategic objectives for NILIS are identified in the following four categories:

- (i) Strategic objectives for using existing strengths to exploit available opportunities;
- (ii) Strategic objectives for using existing strengths to overcome challenges from internal weaknesses as well as threats from the external environment;
- (iii) Strategic objectives for minimizing weaknesses of NILIS; and,
- (iv) Strategic objectives for maximizing the use of existing resources

Strategic initiatives

These strategic initiatives needed to achieve identified strategic objectives were derived on the basis of brainstorming with key professional and administrators in the NILIS.

Goals, Strategic Objectives, Strategies and Strategic Initiatives

Goals	Strategic objectives	Strategy	Strategic Initiatives
1. Produce Information Literate citizens to deal with Library & Information Sciences (LIS) related future challenges effectively	1. Expansion of programs to match the requirements of general education system in Sri Lanka	1. Extend LIS programs to Teacher service, Principal service, Teacher Educator and Sri Lanka Education Administration Service.	1. Strengthening the relationship with Ministry of Education
			2. Improving Collaboration with School Library Development Branch (SLDB), MoE.
			3. Campaigning for courses through website and paper advertisements
		2. Introduce LIS programs for Higher Education Sector	1. Promoting existing PhD, Masters, Postgraduate, Diplomas, Certificates and Short courses
		3. Introduce LIS programs for Public Library Sector	1. Promoting existing Postgraduate, Diplomas, Certificates and Short courses
		4. Introduce LIS programs for Pirivena Education Sector	
	2. Disseminate the created knowledge to national and international potential target groups	1. Continuous research and publications	1. Conducting seminars and conferences on LIS
		3. Decentralize the dissemination of LIS knowledge	1. Diversification of activities
			2. Decentralization of dissemination process
	2. Create conducive customer friendly physical and social learning support environment	1. Develop customer friendly flexible policies and procedures	1. Update and modify prevailing policies and procedures to cater to the needs of different target groups
3. Produce competent group of professionals in IL	1. Ensure the availability of a professional group to serve	1. Increase the number of qualified internal resource persons	1. Recruitment of new academic staff
		2. Increase the number of qualified external resource persons	1. Establishing team of external resource persons
4. Become an effective, financially self-sufficient organization	1. Maintain efficient workforce	1. Improve the service quality of employees	1. Training for employees
	3. Become financial self-sufficient body	1. Enhancing fee levying courses	2. Better welfare package
5. Contribute in developing sustainable development through expanding IL within the country	1. Empowerment of general public in reading promotion to their involvement decision making of using IL	1. Increase public awareness	1. Initiate programs for reading promotion

Goal 1: Produce Information Literate citizens to deal with Library & Information Sciences (LIS) related future challenges effectively

Strategic initiatives	Person responsible	Starting date	End date	Overall KPI (CKPI)	Activity KPI
Strategic objective 1.1: Expansion of programs to match the requirements of General Education System In Sri Lanka					
Strategy 1.1.1: Extend Library & Information Sciences programs (LIS) for Teacher service, Principal service, Teacher Educator service and Sri Lanka Education Administration Service					
1.1.1.1 Strengthening the relationship with Ministry of Education	Director, Snr Lecturers of NILIS and Program coordinator	Jan 2019	December 2019	Number of programs	1 Number of programs conducted 2 National Level Reading Promotion Program 3 Rupees earned
1.1.1.2 Improving Collaboration with School Library Development Branch (SLDB), MoE.	Director, Snr Lecturers of NILIS and Program coordinator	Jan 2019	December 2019	Number of programs	1 Number of programs conducted 2 Rupees earned
1.1.1.3 Campaigning for courses through website and paper advertisements	Director, Snr Lecturers of NILIS and Program coordinator	Jan 2019	December 2019	Number of students enrolled	1 Website and Prospectus 2 Percentage spent out of budget
Strategy 1.1.2: Introduce LIS programs for Higher Education Sector					
1.1.2.1 Promoting existing PhD, Masters, Postgraduate, Diplomas, Certificates and Short courses	Director, Snr Lecturers of NILIS and Program coordinator	During the year	End of the academic year	Number of programs	1. Number of students enrolled 2 Rupees earned
Strategy 1.1.3: Introduce LIS programs for Public Library Sector					
1.1.3.1 Promoting existing Postgraduate Diplomas, Certificates and Short courses	Director, Snr Lecturers of NILIS and Program coordinators	During the year	End of the academic year	Number of programs	1 Number of students enrolled 2 Rupees earned
Strategy 1.1.4: Introduce LIS programs for Pirivena Education Sector					
1.1.4.1 Promoting existing Postgraduate and Short courses	Director, Snr Lecturers of NILIS and Program coordinators	During the year	End of the academic year	Number of programs	1 Number of students enrolled 2 Rupees earned

Strategic objective 1.2: Disseminate the created knowledge to national and international potential target groups

Strategy 1.2.1 Continuous research and publications

1.2.1.1 Conducting seminars and Conference/Symposium on LIS	Director, Snr Lecturers of NILIS and Program coordinators	During the year	December 2019	Number of seminars and Conference/Symposium	Number of seminars and conferences/Symposiums conducted
---	---	-----------------	---------------	---	---

Strategic objective 1.3: Decentralize the dissemination of IL knowledge

Strategy 1.3.1. Diversification of activities

1.3.1.1 Extension of NILIS Programs for other Provincials	Director, Snr Lecturers of NILIS and Program coordinators	During the year	December 2019	Number of Programs Conducted	1 Conducting Programs 2 Conducting staff development Programs
---	---	-----------------	---------------	------------------------------	--

Strategy 2. Decentralization of dissemination process

1.3.2.1 Empowering training process	Director, Snr Lecturers of NILIS and Program coordinators	March 2019	December 2019	Establishing qualified external resource persons pool	1 Number of external resource persons 2 Number of TOT programs
-------------------------------------	---	------------	---------------	---	---

Goal 2: Create conducive customer friendly physical and social learning support environment

Strategic initiatives	Person responsible	Starting date	End date	Overall KPI	Activity KPI
Strategic objective 2.1: Develop customer friendly flexible policies, procedures					
Strategy 2.1.1: Update and modify prevailing policies and procedures to cater to the needs of different target groups					
2.1.1.1 Steps to change existing by-laws	Director and Snr Lecturers of NILIS	February 2019	December 2019	Number of procedures changed	1.Number of by-laws changed 2.Approval

Goal 3: Produce competent group of professionals in IL

Strategic initiatives	Person responsible	Starting date	End date	Overall KPI	Activity KPI
Strategic objective 3.1: Ensure the availability of professional group to serve					
Strategy 3.1.1: Increase the number of qualified internal resource persons					
3.1.1.1 Recruitment of new resource persons	Director and SAR	February 2019	December 2019	Increase number of resource persons	Number of resource persons
Strategy 3.1.2: Increase the number of qualified external resource persons					
3.1.1.2. Establishing team of external resource persons	Director and SAR	February 2019	December 2019	Increase number of resource persons	Number of resource persons

Goal 4: Become an effective, financially self-sufficient organization

Strategic initiatives	Person responsible	Starting date	End date	Overall KPI	Activity KPI
Strategic objective 4.1: Maintain efficient workforce					
Strategy 4.1.1: improve the service quality of employees					
4.1.1.1 Training for employees	Director and SAR	January 2019	December 2019	Less complaints from customers /participants	1 Guidelines 2 No of employees sent for training
4.1.1.2 Better welfare package	Director and SAR	January 2019	December 2019	Satisfaction of employee	1 Benefit packages 2 Fund balance
Strategic objective 4.2: Become a financially self-sufficient body					
Strategy 4.2.1. Enhancing fee levying courses					
4.3.1.1 Starting short courses	Director, Snr Lecturers of NILIS and Program coordinators	January 2019	December 2019	Total earnings	1 Number of courses started 2 Rupees earned

Goal 5: Contribute in developing sustainable environmental development through expanding LIS within the country

Strategic initiatives	Person responsible	Starting date	End date	Overall KPI	Activity KPI
Strategic objective 5.1: Empowerment of general public in relation to their involvement in decision making of using LIS					
Strategy 5.1.1: Increase public awareness on IL					
5.1.1.1 Initiate programs for reading promotions	Director and Snr Lecturers of NILIS and Program coordinators	March 2019	December 2019	Formation of community-based LIS committees	1 Number of programs conducted 2 Number of committees established

Action Plan

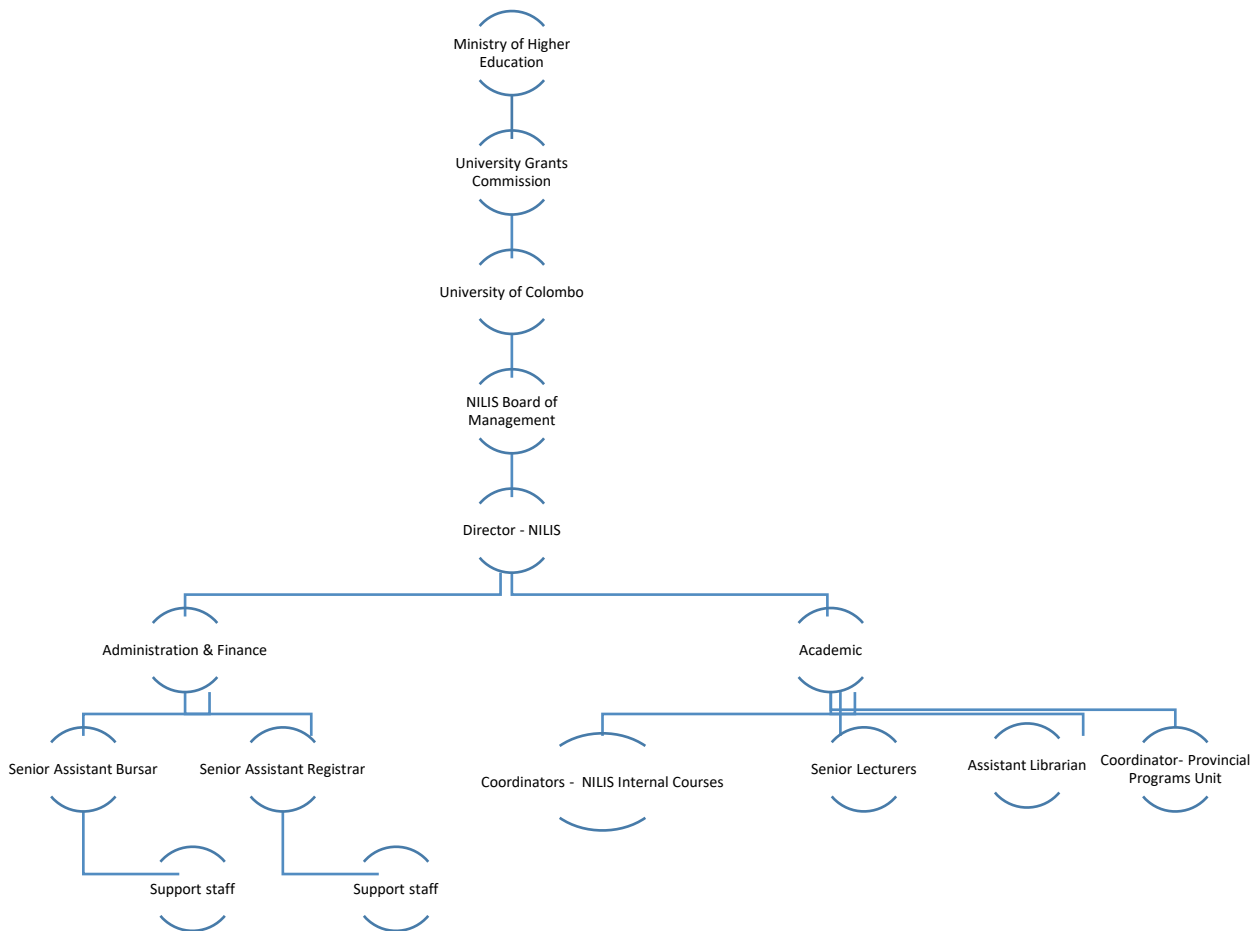
In order to implement strategic Initiatives identified in above the necessary unit level actions of NILIS are identified as shown in Annexure 1 Implementation of actions is monitored on the basis of expected outcomes, which are recognized as KPIs for strategic initiatives.

Implementation of the Corporate Plan

Actions stated in the action plans are linked to ultimate corporate goals through strategic objectives and strategic initiatives. Hence, proper implementation of actions ensures the reach of corporate goals. In order to make sure of the proper implementation of action plans, it is very important to measure performance of NILIS on action plan target through KPIs at least annually. Any deviation identified needs to be reviewed in order to identify conditions that require managerial attention. Moreover, it is possible for such reviews to suggest revisions on identified strategic initiatives and necessary changes in structural and other conditions. Having identified performance of action plans, the next step would be to assess achievements on strategic objectives through CKPIs. Performance on CKPIs is based on performance on actions. Different levels of achievements of different strategic objectives focused on a particular goal indicate how far the goal has been reached. The overall achievement in identified five goals indicates the success of NILIS operations during the period under review and is measured through OPIs. The success of the implementation of the corporate plan depends on the extent to which the corporate plan has been internalized. For this the NILIS would ensure that the following steps are taken.

- (i) Blessings and leadership of top level of the hierarchy – UGC, Higher education ministry, university of Colombo and NILIS
- (ii) Training personnel on strategic plan.
- (iii) A documentation system is going to be introduced in order to generate data for performance assessment through KPIs.
- (iv) KPIs of actions will be used to assess performance of each unit of NILIS
- (v) KPIs of such units, clustered around each strategic objective, would indicate the achievement of such strategic objectives.
- (vi) Finally, the reach of each goal would be determined through Overall Indicators (OIs).
- (vii) With these arrangements NILIS would be involved in inculcating a new corporate culture conducive for achievement of goals.

Proposed Organization Structure



Operating Results 2018-2022

The financial performance of NILIS has been varied due to various controllable and uncontrollable factors. Specially some of the ministerial negative decisions about the acceptancy of NILIS Masters and Post-graduate diploma and other degrees as a qualification for teacher librarian's promotions reasoning to discourage teachers to follow courses offered by NILIS. With the proposed changes there will be a change in role of NILIS and the financial situation of NILIS. With the expected changes NILIS will be able to increase its services to 1000 learning partners (80% increase compared to the year 2017) and this number could be increased up to 1500 during the planned year (this 200% increase compared to the present learning partners).

Financial situation of NILIS

The proposed plan targets of the 50% increase of income in the 1st year and at the end of 4 years it will be 75% increase. This will enable us to establish a development fund of approximately Rs 10 million.