Scenario of Changing Trends in Library and Information Science Education and Research

An Analytical Study of Brochures of Seminars, Conferences and Workshops Organized during January 2012- July 2014

Dr. Manoj Kumar Sinha

Associate Professor and Head, Department of Library and Information Science
(Swami Vivekananda School of Library Sciences)
Assam University, Silchar-788 011, Assam, India

Abstract: There had been developmental changes in the society because of its dynamic nature. In view of this, the traditional method of discharging responsibilities in most fields of human endeavour is gradually going into extinction and thus, the need to move along with times. The paper discusses changing trends in LIS research and focus on analytical study of brochures of seminar, conferences and workshops of library and Information sciences. The study attempts to trace the research trends in library and information science in India. Seminar conferences and workshops are important sources of information for LIS research as well as for various application activities. The analysis of state, national, regional and international seminar, conferences and workshops organized by the Indian Institutions and other Organization in LIS field shows that most of the seminars , conferences , workshops deliberations have been conducted on modern trends in Library and Information Science (LIS) based subjects rather than the conventional LIS subjects or the core LIS subjects. With the advancement of Information and Communication Technology (ICTs) and its applications in library activities and services leads to determine the future trends in LIS education and research which have been noticed since the 1990s onwards.

Keywords: *Recent Trends in LIS Research, LIS Education in India, Information and Communication Technologies (ICTs)*

I.   INTRODUCTION

Research is a means of continuously devolving a discipline. It endows a discipline with the ability to utilize the knowledge generated in order disciplines. It makes use of scientific methods. In other words, research means careful investigation to establish facts and research new conclusions. In the context of library and information sciences, Tejomurthy and Kumar (1998) defined research as the collection analysis of original data on a problem of librarianship done within Library school according to scientific and scholarly standards.

1.1 Background of the Study

The development of the subject and the concerned people depend on rapid interaction among professionals, discussions on new topics, research or various branches, dissemination of new finding among members' debates and criticisms and so on. In planning for human resource development participation in and organization of professional conferences, seminars, workshops, etc are essential activities. Interpersonal exchanges of ideas, views, and actions among difference to specific programmes are also crucial to development that subject as well as the professionals. Conferences, Workshops and Seminars are organised at State, Regional, National and International levels in LIS research. Seminar/ Workshop/ Conference in collaboration with recognized academic institution and funding agencies.

The scheme provides financial assistance to Institutions for organizing Conferences, Workshops and Seminars at State, National and International Levels in various fields. Further, the scheme intends to promote high Standards in Colleges and Universities by way of extending faculties to teachers, researchers and students by providing a forum for sharing their knowledge, experiences and research findings.

The Institutions and organizations of LIS professions, LIS training schools, Government and Non Government Organizations , all are responsible to develop the subject by any means. Most popular methods to upgrade or develop the subject and concerned people are to organise seminars, conferences, workshops, group discussion etc. which have the capacity to impress deep impact on among LIS professionals. Besides institutions that are responsible to develop and in the production of literatures are learned bodies and professional associations which hold periodic seminar, conferences and workshops to discuss various problems of subject development. These associations, organizations and professional bodies offer an unique opportunity to information professional expertise. A vast change has been noted in the topics of the seminars, conferences and workshops deliberations activities during the last January 2012 to July 2014. Library and Information Science related topics are governing the central theme of those activities rather than the conventional topics of LIS education like classification, cataloguing, indexing, networking, and knowledge management and so on.

1.2 Statement of the Problem

LIS research has been changing from traditional topics to diversified topics in view of emerging trends in library management and services viz., LIS Education, ICT application in library services and management, Library Automation and Networking, Digital Library and Institutional Repositories , Web Technologies, Open Access Movement and Open Access Resources, Library Management , TQM, Benchmarking Practices , Knowledge Management etc. In the field of library and information science researches, the Colleges, University Departments and the Professional Library Associations have taken initiatives for the arrangement of continuing education programme, organising national and international seminars, workshops and conferences. Now-a-days many universities and institutions are organising national and international seminars, conferences , workshops , training programmes etc which are supported by many funding agencies like UGC, New Delhi, CSIR, New Delhi, AICTE, New Delhi, ICMR, ICAR , ICSSR ICCR, ICPR, DST, DBT etc. on the contemporary topics of research and studies in across the disciplines.

Library and Information Science has been an emerging disciplines and being recongnised world wide as the library or learning resource centres which are one of the important components of any academic institutions like colleges, universities & research institutions including other Institutions of higher learning. Library and Learning Resources Centre has been established as one of the vital component and hub of all the teaching –learning activities. Therefore, the Library and Information Science as one of the important professional subject has been growing tremendously in the last century and also in the present century, which has been evident from the various events like seminar, conference and workshop being organized by educational institutions, professional agencies. The events are advertised by means of publishing seminar and conference brochures. These brochures include all the details of the events. It is a communication between the organizers and the participants. In a year many seminar and conferences are being organised in India and abroad in library and information science discipline which indicates its diversity. Now the library and information science subject has been influenced by the wave of ICT and digital and web technologies which take it at new heights and leave behind the traditional librarianship. The younger generations are running after Information and Communication Technology application in library services and activities. Many emerging technologies like Web.20, Web3.0, Library 2.0, Library 3.0, impact of Social Networking Sites like Facebook, Twitter and many academic Social Networking Sites like Researchgate.com, Academic.edu, LinkedIn, etc have been influencing library and information science professionals and they are running after these technologies leaving behind the older concept of librarianship. In order to know the recent trends in library and information science research (LIS Research), the present study has been conceived to know the recent trends in Library and Information Science Research by analysing the seminar, conference and workshop brochures and tried to find out the main theme area and sub-theme areas of seminar and conferences.

Therefore the statement of the problem of the study is "*Scenario of Changing Trends in Library and Information Science Education and Research: An Analytical Study of Brochure of Seminars, Conferences and Workshops organised during January 2012 to July 2014*".

For conducting this study, brochures of seminars, conferences and workshops have been collected from the e-mail alerts and communications received from the organising secretaries of organizers of seminars , conferences training and workshops during the year **2012 to 2014 (up to July, 2014).** These sources are primary and secondary. But there are many other national and International print as well as electronic Journals in LIS research and some of the data has been collected from the Internet. There had been developmental changes in the society because of its dynamic nature. In view of this, the traditional method of discharging responsibilities in most fields of human Endeavour is gradually going into extinction and thus, the need to move

along with times. The paper discusses changing trends in LIS research and focus on analytical study of brochures of seminar, conferences and workshops of library and Information sciences. Seminar conferences and workshops are vital role of information for LIS research as well as for various application activities. There are many emerging technologies that are impacting the libraries and information centers and highlighted the need to incorporate these technologies and tools in the LIS research. This effect which actually been occurred in recent age, leads to determinate the future study of LIS education with the advancement of Information and communication technology.

1.3. Objectives of the Study

Every study aims to reveal something new. Thus each and every study should have its important objectives to be fulfilled. These have been providing an in-depth analysis of subjects and update the knowledge of the participants from academic/research institutions. To achieve these general objectives, this project precisely makes an endeavour to reach the following goals:

a) To examine the recent trends and emerging areas in LIS research;
b) To identify the various types of program like seminar, conferences and workshop;
c) To find out the organizations which are organizing the events;
d) To know the geographical locations of the programs being organised; and
e) To know the funding agencies for sponsoring the events.

1.4 Significance of the Study

The present study has been carried out to analyze the growth and development of research contribution of the Indian department of LIS Institutions. This paper aims in general, to identify and comprehend those factors that should be considered in designing of brochures in LIS research (seminar, conferences and workshop) in India. The significance of the present study of seminars, conferences and workshops are that they serve as a means of communication or passing information to a group of people who seek to acquire a set of common experiences in particular fields. Seminars conferences and workshops can also be used as an access arena to a social network where members can network and share their ideas on what they known. In Indian's seminar, conferences and workshops was developing. During this period it has passed through different phases. But so far, now up to date study is available about the growth and development of seminars, conferences and workshops.

1.5 Scope of the Study

The study has been conducted based on seminar, conferences workshops organized by many other leading organizations in India over a period of year i.e. 2012 to 2014 July. The main purpose is to make LIS Professionals acquainted with new trends and developments in Library science. The scope of the seminars , conferences and workshops is to bring together academicians and experts from different institution and abroad to exchange knowledge and ideas. The number of seminars, Conferences and Workshops have been organized by the many leading organizations like SIS, SLA, IASLIC, IATLIS , ILA, PLANNER, SIS, etc, which are consisted in different location. The SIRS, SLA, IIT, NIT, ISLIC, IATLIS, ILA, PLANNER, SIS , BITMTECH, TCS, CSJMU, SLP, DRTC, RKGITECH, SLP, TU, JILA, NEHU, TIAS, UML, KU, EIT, GU BIMTECH & SAARC DC, DU, PU MSU, GGISU and INFLIBNET and all of them organized seminars conference and workshops in regular interval .

1.6 Delimitation of the Study

The present study was delimited to the sources of information from where data pertaining to brochure of seminar, conferences and workshops has been collected. These sources are primary and secondary sources. But there are many other national and International print as well as electronic media in LIS research. Through internet communicated to each other Institution, Universities and other organizations. So, these types of advertisements have not been included in the present study due to paucity of time for completing this analysis work within few months.

II.   REVIEW OF LITERATURE

The literature review is an important part of any research work. Review of related literature is conducted to enable the researcher to get a clear understanding about the specific field of study. It also helps the researcher to have an insight into the tested methods, procedures and interpretations of similar studies conducted elsewhere. Research studies in Library and Information Science have many library and information sciences researchers most of the studies investigated the general trends and characteristic of these and dissertations. Review of Literature is an early step for conducting research. It enables to avoid the duplication of research work and broadens the understanding of the research problem. Wikipedia defines literature review as "a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic."

According to Cooper (1988) '... a literature review uses as its database reports of primary or original scholarship, and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic, or methodological in nature. Second a literature review seeks to describe summaries, evaluate, clarify and/or integrate the content of primary reports. Some studies are comprehensive in nature and covered all types of e-resources. Some are specific to the use of e-journals only. Also, there were many studies conducted on the topic Current trends in LIS Research and seminars conferences and workshops" various kind of related information source are to collected from primary to secondary source literature. Primary source include text books and secondary source include journals, unpublished materials and seminars proceedings etc.

For the present paper , many literatures like "Recent Trends in Library Science" "Trends and issues in LIS education in India " "Information and Communication Technology" web resources etc have been consulted from University Library. Besides that related research papers from many State, Regional, National and international journals have been scanned for review purpose. Literature data is an essential part of any research work because it helps one to be aware of findings and principles of different aspects involved in carrying out the work. In order to have in-depth insights into the subject matters, various types of documents from primary and secondary sources have been consulted to have a detailed background of the study and identify the gaps in this area of research. Review of some selected literatures is presented below:

Singh and Malhan, conducted a study on *"Trends and Issues in LIS Education in India".* Their study is based on review of literature, interviews with students, employers and experts, and personal experience of the authors. The purpose of this study was to identify the emerging trends and lingering issues in Library and Information Science (LIS) education in India, and give suggestions to align LIS education programs with job-market and end-user expectations.

Laksmi (1998) in her book *"Recent Trends in Library Science"* discussed about the transformation of libraries from traditional to modern one with changes in its resources from the conventional print to the digital resources. Moreover, challenges for Librarianship are discussed in detailed way.

Mangla (1998) in his paper on *"Library and Information Science Education: Trends and issues"*, pointed out that the research in LIS in the past was considered primarily to provide a theoretical foundation to professional practice. The roots of research in LIS profession appears to be not very deep. Research in library science during the twentieth century in the areas of LIS can be traced to the Library School of the University of Chicago, in mid-1920s. The visionary efforts of the Chicago School bore abundant fruit and offered leadership to the world in library science research (Shera 1976, 145). The pace of library research is picking up everywhere today due to social pressure, as well as, inspiration. In justifying the Ph.D. programme in our profession, it has been urged that *"if librarianship aspires to become a profession, it should depend upon research to develop its knowledge base and its theoretical framework"* (Wilkinson 1983, 39).

Singh (2003) conducted a study on *"Library and Information Science Education in India: Issues and Trends"* and traces the emergence of library and information science (LIS) education in India before and after independence. It describes the current status, the different patterns and levels of LIS education, as well as the research programmes being offered by various universities, provides an overview of the institutions providing LIS courses at various levels through regular courses and open schools, emphasizes the need for having a national level accreditation body to maintain uniformity and standards in LIS education. It also discusses the problems affecting the status of LIS education and suggests ways to solve these problems and the approaches to prepare the LIS professionals to face the growing challenges of the job market.

Rath , Pravakar (2006) in his article *"Preparing library and information professionals for the 21st century: Issues and challenges for library and information science educators in India"* discussed about the Professional developments and initiatives both at international and national level have necessitated library and information professionals in general and library and information educators in particular to prepare themselves and meet the challenges of changing information scenario. Emergence, growth and popularity of knowledge society, digital libraries, library networks and consortia, content development in electronic environment, web based learning, knowledge commission and knowledge centers of which some of the new initiatives have been undertaken by Government of India have compelled to revamp and reorient library and information science education offered by schools of library and information studies in India.

Parida (2006) in his CALIBER proceeding paper entitled *"Emergence of Digital Library Services in India"* emphasizes the significance of digital libraries in present information era and describes their superstructure and technological requirements. It mainly depicts various aspects of digital library development and different types of reference services being provided in digital environment which include: (i) personalized services (ii) web-based reference and information services (iii) search engine services (iv) digital reference services for general public as well as academic community (v) co-operative digital library services.

Mahapatra (2006) in his paper *"LIS Education in India: Emerging Paradigms, Challenges and Propositions in the Digital Era"* found that libraries all over the world are moving beyond the conventional framework and giving the footprints of radical changes in the skeletal concept of LIS profession. Thus he concluded that the librarians of 21st century have to prepare themselves suitable for working in network environment and should also acquire necessary skills such as leadership; exploiting information handling; communication, crisis management, team building and decision making, etc. So, the library professionals are in dire need to acquire the relevant skills and expertise to track the world of information and become competent enough to serve in a digital culture. An attempt is made here to project issues related to the LIS education in India and suggests some proposals in this respect based on routine features and experiences. The study also proposes the core elements of the LIS curriculum and the vision of LIS education in India for coming decade. The paper also stresses the needs of revised course contents and allied challenges for readiness of Indian LIS education in digital era.

Sarkhel (2006), carried out a study on *"Quality Assurance and Accreditation of LIS Education in Indian Universities" Issues and Perspectives"* which provides a brief overview of the present status and problems of Library and Information Science (LIS) education in Indian universities with an emphasis on the need for its internal quality assurance and accreditation by an external agency. The University Grants Commission's (UGC) efforts for the improvement of quality of LIS education have also been highlighted. A set of objective indicators has been developed on the basis of an understanding of the global developments in the activities and services of libraries and information centres, the national environment, the outcome of National Assessment and Accreditation Council (NAAC) and the observations and recommendations arising from different national level seminars and workshops to facilitate the assessment and accreditation of LIS education.

Babu (2007) in his study on *" Trends, Challenges and Future of Library and Information Science Education in India"* found that the technological revolution paved the challenges for the library and information science (LIS) schools not only in India but also in the west. Responsibilities of LIS departments and teachers are increasing to produce best LIS professionals to lead the 21st century librarianship. The major responsibility of the LIS departments in India is to groom LIS students in the philosophy, knowledge, and professional values of librarianship, as practiced in libraries and in other contexts, and as guided by the vision of the 21st century librarianship. LIS education and training facilities in India are undergoing rapid changes. During the past 10 years, the number of library schools/departments has grown substantially, both for regular and distance education programmes. Re-orientation has been common in most LIS departments and review and revision in curriculum has also been noticed. The quality of LIS educators has also improved and research output is experiencing new dimensions. Increase in the use and access to information and communication technologies (ICT) for LIS education is now more evident. This paper discusses the challenges LIS education faces in the 21st century and how to make LIS education more relevant and effective.

Williams and Channaveeraiah (2008) in the International CALIBER-**2008** "*From Automation to Transformation: Impact of ICT in LIS: Major Shifts & Practices*" described about the application of ICT in libraries has become inevitable in an era of information explosion and widespread use of digital information resources. Effective application of ICT in libraries helps in performing their operations and services most efficiently. The modernization of libraries and information centers enabled information transfer and access,

meeting objectives and there by establishes a network of libraries and information centers. This initiative saw a major shift in resource development, resource sharing and their utilization at various levels. They subscribe to e-journals, CD-ROM databases, online databases, web-based resources, and a variety of other electronic resources. They participate in library consortia and build digital libraries.

Singh and Nazim (2008) in their article International CALIBER-2008 on *"Impact of Information Technology and Role of Libraries in the Age of Information and Knowledge Societies"* Information technology is currently taking center stage and transformed the whole world into a global village with a global economy, which is increasingly dependent on the creative management and distribution of information. The enormous advantages it has in easing the delivery of information around the world. The paper discusses the impact of information technology and role of libraries in the age of knowledge and information societies. It also highlights the problems faced by the Library & Information Service (LIS) sector in India and achievements over the years using modern information technologies.

Kamila (2008), examined in his International CALIBER-2008 article on *" Impact of ICT Towards Change of Library and Information Science (LIS) Curricula and Information Services Pattern"* the paradigm shift from delayed book and journal print information services to fast items like open access and institutional repositories for scholarly world and impact of the revolutionary inventions. In this context, LIS curricula should include the components like areas of library automation, networking, internet, website development, digital technology (including digital Library/ institutional repositories, open source movement) etc. It also discusses about the constraints and opportunities of the library schools and key to success of Indian LIS students in national and international job market.

Chandrashekhara and Ramesh (2009) in their jointly written paper *"Library and Information Sciences Research in India "* published in Asia Pacific Conference described clearly the output of doctoral research in India along with relevant statistical tables. They mentioned that an attempt has been made to depict quantity of research output in the form doctoral theses, state wise, topic wise and supervisor wise. It also indicates the areas of research activity in LIS with ranking of universities and states which have contributed comparatively more to field of LIS research in India.

Bobby and Purnima (2010) in their jointly written article on "Trends *in library and information science education in south Asia: issues and challenges"* describes the scenario of library and information science education in South Asia. South Asian countries consist of seven countries, out of which India, Pakistan, Sri Lanka and Bangladesh have provision for LIS- education at different levels. Changing social priorities and development in ICT are driving the emergence of new library education. Dedicated, technical and well qualified professionals can lead to better library and information services. LIS-education in South Asia is offered at various levels range from certificate, diploma degree, M.Phil. and Ph.D.

Tikcker (2010) in his article *"Towards 21st century Academic Libraries and Librarianship"* discusses the issues of modernization of University and College Libraries in India which has been taken place during the latter half of the last century. It gives an account of the contribution of the UGC in terms of Reports, Conduct of Seminars, workshops, financial assistance for replenishing Collections, Constructing Library buildings, upgrading Library Services.

Kumar and Sharma (2010) presents a historical perspective of Library and Information Science (LIS) education in India, and traces the growth and development of the subject. LIS education began under the patronage of the erstwhile Maharaja of Baroda when he invited an American librarian to set up public libraries in the state. After independence, Library Associations in the country continued with the efforts of developing LIS education in India. The discipline got recognition with the introduction of various courses at the university level. It has seen periods of growth and maturation. The recommendations of National Knowledge Commission provide an opportunity for reforms and changes in the educational system that needs to be grabbed.

Joshi (2010) carried out a study on *"Library and Information Science Education in India: Some Government Initiatives"* and discussed about the various initiatives taken by different Government agencies and commissions like Radhakrishnan Commission; Kothari Commission; National Policy on Education- 1968, 1986, 1992; National Knowledge Commission and functioning of institutions such as UGC, NAAC, DEC have influenced the entire higher education sector. Moreover, the Government of India has also taken interest keen interest in library matters through Advisory Committee for libraries; Working group of planning commission; National policy on Library and information system, etc. UGC has shown keen interest in LIS education through

its various committees and subject panels. The Library Committee; Review committee and the two CDC's constituted in 1990 and 2000 have been largely responsible for the present state of LIS education in India.

Sinha (2011) has also carried out a preliminary survey on the " *Scenario of Library and Information Science Education and Research in North Eastern Region of India: An Overview"*, and discussed about the latest development in the area of LIS Education and Research particularly in the North –Eastern Region of India. Many universities and colleges located in North Eastern States have been offering the Library and Information Science courses at different undergraduate, post-graduate and research level.

Bhaurao (2011) in his article "*Recent Trends in Library and Information Sciences* "discusses about the current trends in the Library and Information Science, the knowledge of computer science has got immense importance ultimately resulting in the need of the use of Internet and the process of knowledge acquisition, knowledge of Computer, Internet, Information, Literacy, change in management. Here also discuss about the programmers, like continuous education, seminars, conferences and mass Literacy programmes etc.

Mahapatra and Sahoo in their jointly written book entitled "*Doctoral Dissertations in Library and Information Sciences in India 1997-2003: A study*" describes the Research programmers at the Ph.D. level in Library and Information and the recent trends in LIS research. They have been even analyzed to find out the trends and areas of research, growth pattern and productivity of universities along with broad and narrow subject areas in the discipline. It also presents the analysis of the study with the primary goal of appraising the perspective LIS research community to make them aware of the direction of research.

Mittal (2011) in his article" *Library and Information Sciences Research Trends in India: Annals of Library and Information Studies discussed the study"* attempts to trace the resent trends in Library and Information Sciences in India. Here co-word analysis is used to identify the core research areas by quantifying the frequency of occurrences. This article shows a research trends focusing on library practice, user services, cataloguing, user studies university libraries, public libraries, information retrieval, library education, citation analysis, bibliometrics, and moving towards copyright, library technology, digital libraries, institution repository, CD-ROM databases, and electronic periodicals. He indicate that open access, Web 2.0, World Wide Web, Internet, access to information, etc are some of the new areas of that LIS research are interested in.

Kishida (2011) in his article International Symposium on Library and Information Science Education: History and Recent Trends in Library and Information Science Education in Japan. This paper describes the history and recent trends in library and information science education in Japan. Education in this field started with the Japan Library School at Keio University after the end of World War II. Later, the name was changed to the School of Library and Information Science, which encouraged other universities to provide courses in this field; however, the number of universities with such courses has not sufficiently increased since that time. On the other hand, many of Japan"s universities and junior colleges provide limited training for working in public and school libraries. Efforts have recently been made to improve library and information science education, such as by offering evening classes for the Masters program, conducting qualification tests and conferring the title of senior professional librarian.

Badan Barman (2012) in his book "*Library and Information Science UGC-NET Guide"* gives idea on NKC and N-LIST which is the burning topic in library science and Library.

Ahmed (2012), in his entitled " *Modern Trends in Library and Information Science Education in Nigeria: Challenges and the Way Forward"*. There had been developmental changes in the society because of its dynamic nature. In view of this, the traditional method of discharging responsibilities in most fields of human endeavour is gradually going into extinction and thus, the need to move along with times. This paper therefore focuses on the challenges of modern trends in Library and Information Science Education in Nigeria. The paper discusses the nature and constraints of information service provisions traditionally. It further accounts for historical antecedents of Library and Information Science Education in Nigeria. It also examines the challenges of modern trends in Library and Information Science Education in Nigeria. The paper concludes with suggestions that can allow Library and Information Science Education withstand the modern trends.

Bukenya (2012) in his article "*New trends in library and information fields and the implications for continuing education***"** lists and describes the major trends in the library and information profession, including: changing environment; agitation from employers, associations, students and users; new technology, transparency with which information is communicated; differentiation in the profession; special groups;

internationalization; inter disciplinarians; and harmonization. Considers the implications of these trends for the achievement of the objectives of continuing education both in general and in the Eastern and Southern Region of Africa.

Bhattacharya, Udayan and Swapan (2014) discussed about the theme of seminar and conferences of Library and Information Sciences in India. It would be mention a limitation of the LIS database. The records from India but that do not have the term 'India mention in any of the fields of LIS would not have been captured in the search and consequently. Some of the paper of Indian (themes) has been missed. In this paper, he discussed different Institutions and Organisations of LIS professions, LIS training schools, Government and Non-government Organisations.

III.   RESEARCH METHODOLOGY ADOPTED

Methodology is one of the important research component which are applied to collect data concerning to the area of research and hence for this study**.** This study is descriptive in nature with main objective to analyze the seminars, conferences and workshops in LIS research. The data for the study was primary in nature in the form of circular for seminar and conferences, announcements, seminar / conference / workshops brochures etc.   In this study the central themes and sub themes, organization, Location and Registration fees etc. of those activities have been taken for examination. Data for the study was taken from the seminar brochures published by the Organising Committee of the seminars and conferences organised during the period of study from 2012 to 2014. Descriptive Method comprising of Content Analysis and Quantitative Technique have been adopted to find out the information on brochure of seminar, conferences and workshops. The information was collected from the collected seminar/ conference brochures, call for papers announcements etc.

The required data for the present study have been collected from the published brochures on seminar, conferences and workshops organised in India and abroad during the period from 2012 to July 2014 to come on important findings and conclusion. The required information were collected in check list and data has been analyzed and tabulated. The software Microsoft Excel 2007 has been used for calculating percentage and creating graphs.

IV.   DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION

The collection of required data in check list , data have tabulated. The results have been analysed , interpreted and represented in tabular and graphical formats. The statistical tool like Percentage technique has been adopted for data analysis. The software Microsoft excel 2007 has been used for calculating percentage and creating graphs.

4.1 Level Wise Distribution of Seminars, Conference and Workshops conducted during 2012- 2014

Table -1: Level Wise Distribution of Seminars, Conference and Workshops conducted during 2012- 2014
(N=105)

Level / Nature of Events	Number of Seminars Conferences and Workshops Organised (%)			Total
	Conferences	**Workshops**	**Seminars**	
Regional	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
State	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
National	**27 (45%)**	8 (13.33%)	25 (41.67%)	**60 (57.14%)**
International	**22 (48.89%)**	5 (11.11%)	18 (40%)	45 (42.86%)
Total	**49 (46.67%)**	13 (12.38%)	43 (40.95)	105 (100.00)

In the following data given in the table during the period 2012 to 2014 July, we can analyze the numbers of seminars conferences and workshops conducted in the Region, State, National and International Level.

Based on the given data as shown in the Table -1 , we could find that the total no. of conferences conducted in the national, international, regional, and state level was 49(46.678%), whereas, in the case of Workshops the total number of conduction was 13(12.38%) times. Among the different level and the total no. of Seminars conduction was 43(40.95%) times. And when we compare the no. of conferences, workshops and seminars conducted among the different levels we could find that Conferences, workshops and seminars were conducted more times at the national levels. It is interesting to note that at state and regional level no conferences, workshops and seminars were held during the periods of study . The results can also be shown in graphical format in Fig-1.
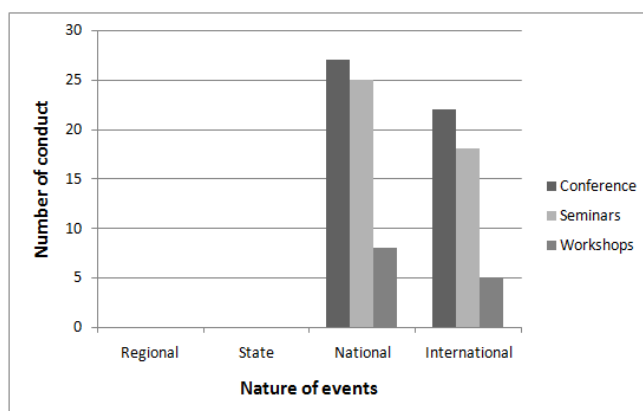

Fig-1: Level Wise Distribution of Seminars, Conference and Workshops conducted during 2012- 2014

4.2 Organizations and Locations Wise Distribution of Seminar, Conferences and Workshops

The survey findings as shown in Table-2 and Fig-2 reveals that the number of Seminars, Conferences and Workshops which were organized by the many leading organizations like SIS, SLA, CALIBER, IASLIC, IATLIS , ILA, NACLIN, PLANNER, SIS, etc, which are consisted in different location. The SIRS, SLA, IIT, NIT, ISLIC, IATLIS, ILA, INFLIBNET , SIS , BITMTECH, TCS, CSJMU, SLP, ,DRTC, RKGITECH, SLP, TU, JILA, NEHU, TIAS, UML, KU, EIT, GU BIMTECH & SAARC DC, DU, PU MSU, GGISU are organising seminars conference and workshops at regular intervals. These institutions are the leading institutions/ organisations who came forward for organsing these events in big way with many participants from different parts of India and aboard. The details of the seminars, conferences and workshops conducted in the organization have been shown in the Table-2 and Fig-2 below.

Table -2: Organizations and Location Wise Distribution of Seminars, Conferences and Workshops conducted during January 2012- July 2014

Organizations and Location Wise List of the Events Organised							
Sr. No.	Name of organizers	Abbreviated form of Organisation	Locations of Seminar	Years			Total	Per- cent (%)
				2012	2013	2014		
1	Society for Information Research and Studies(SIRs)	SIRS	New Delhi	1	2	0	3	2.86
2	Indian Institute of Technology, New Delhi	IIT	Delhi	1	1	0	2	1.90
3	SAL connecting People and Information.	SAL	Taiwan	1	2	0	3	2.86
4	Karnataka University	KU	Dharbvard Karnataka	1	1	0	2	1.90
5	University of Malaya & University of Malaya Library ,Kuala Lumpur	UM	Malaysia	1	0	0	1	0.95
6	Echelon Institute of Technology (EIT)	EIT	Faridabad Haryana	1	2	0	3	2.86
7	National Institute of Technology , Silchar	NIT	Assam	1	1	0	2	1.90

8	Birla Institute of Management Technology, Greater Noida and SAARC Documentation Centre New Delhi	BIMTECH & SAARC DC	Delhi	1	2	0	3	2.86
9	Pondicherry university, pondicherry	PU	Pondicherry	1	1	0	2	1.90
10	Monomania Sundaranar University, Tirunelveli	MSU	Tirunelveli Tamil Nadu	0	2	1	3	2.86
11	Chandigarh Librarians' Association (CLA) jointly with Punjab College Librarians' Association	CLA & PCLA	Chandigarh	1	1	0	2	1.90
12	Indian Association of Teachers of Library and Information Sciences (IATLIS)and Documentation Research and Training Center (DRTC),	IATLIS & DRTC	Delhi	1	2	0	3	2.86
13	Guru Gobind Singh Indraprastha University, New Delhi.	GGSIU	New Delhi	1	1	0	2	1.90
14	Learning Resources Center, Raj Kumar Goal Institute of Technology, Ghaziabad	RKGITECH	Ghaziabad U P	0	1	0	1	0.95
15	Indian Association for Special Libraries and Information Science	IASLIC	Bangalore Karnataka	1	1	0	2	1.90
16	Indian Institute of Technology	IIT	Kharagpur West Bengal	1	1	1	3	2.86
17	Special Libraries Association, Asian Chapter(SLA) in association with Association of Special Libraries of Philippines(ASLP)	SLA with ASLP	Philippines	1	1	1	3	2.86
18	D.K.D. College,	D.K.D. College,	Dergaon Assam	0	1	0	1	0.95
19	National Institute of technology, Srinagar	NIT	Srinagar J & K	1	1	0	2	1.90
20	Tata Consultancy Services (TCS) & Karnataka State Library Association, Bangalore	TCS	Bangalore Karnataka	0	1	0	1	0.95
21	MERC Institute of Management.	MERC	Pune Maharastra	1	1	0	2	1.90
22	The Energy and resources Institute.	TERI	New Delhi	0	1	0	1	0.95
23	International School of Management, University of Mysore, Mysore	UM	Bangalore Karnataka	1	1	0	2	1.90

No	Name	Abbreviation	Location				Total	%
24	Chhatrapati Shahu Ji Maharaj University, Kanpur	CSIJU	Kanpur , U P	1		1	2	1.90
25	Mukesh Patel School of Technology Management & Engineering (MPSTME) Mumbai.	MPSTME	Mumbai Maharastra	0	2	1	3	2.86
26	Madurai Kamaraj University, Madurai.	MKU	Madurai, Tamil Nadu	1		1	2	1.90
27	Society for Library Professionals (SLP) & University of Delhi South Campus in Association with US Information Center India & Special Libraries Association	SLP / DU / SLA	New Delhi	1	2	1	4	3.81
28	Tezpur University, Assam	TU	Tezpur, Assam	0	1	1	2	1.90
29	Periyar University			0	1		1	0.95
30	Jharhkand Information & Library Association, Ranchi.	JILA , Ranchi	Jharkhand	0	0	1	1	0.95
31	Mahatma Gandhi Central Library, IIT Roorkee.	Roorkee	Uttarakhand	1	0	1	2	1.90
32	Dept of Library and Information Science, North -Eastern Hill University, Shillong, Meghalaya- .	NEHU	Shillong , Meghalaya	0	1	1	2	1.90
33	Tecnica Institute of Advanced Studies	TIAS	Delhi	1	2	1	4	3.81
34	Lucknow University	LU	Uttar Pradesh	0	1	1	2	1.90
35	Nogaon College	Nogoan	Assam	0		1	1	0.95
36	National Institute of Technology(NIT)	NIT	New Delhi	0	1	0	1	0.95
37	Gauhati university	GU	Guwahati (Assam)	1	1		2	1.90
38	Scholarly Publishing and Academic Resources Coalition	SPARC	Kansas City	1	0	1	2	1.90
39	Raj Kumar Goel Institute of Technology, Ghaziabad	RKGITECH	Ghaziabad	1	1	0	2	1.90
40	lndian Institute of Technology, Roorkee	IIT	New Delhi	1	1	1	3	2.86
41	Aggarwal College, Ballabgarh	AC	Ballabgarh	0	0	1	1	0.95
42	lndian Institute of Technology,	IIT	Madras	0	1	0	1	0.95
43	Mizoram University	MU	Mizoram	1	0	0	1	0.95
44	Delhi University	DU	Delhi	1	1	0	2	1.90
46	Calcutta University	CU	West Bengal	1	1	0	2	1.90

47	Tripura University	TU	Tripura	0	1	0	1	0.95
48	University of Mumbai	MU	Maharashtra	1		0	1	0.95
49	Jadavpur University, Kolkata	JU	West Bengal	0	1	0	1	0.95
50	Punjab University, Patiala	PU	Punjab	1	1	0	2	1.90
51	Documentation Research and Training Center	DRTC	Bangalore	2	2	0	4	3.81
52	Information and Library Networking	INFLIBNET	Ahmadabad (Now Gandhi Nagar)	2	2	0	4	3.81
Total				37 (35.23)	52 (49.52)	16 (15.23)	105	100.00

In the Table-2 given above, data relating to details of organization and location of the events are shown within the time period (2012-2014) where different number of events of seminars, conferences and workshops are organized by the different organizations located at different places within these time period. Among the organizations, DRTC, Bangalore ; SLP, New Delhi ; INFLIBNET , Ahmadabad (now Gandhinagar) were seen to have organized highest number of events i.e., four events during the period of study whereas the organizations like UM, RKGITECH, D.K.D College, TCS, TERI, Nowgaon College, NIFT, AC, IIT, MU, TU, MU, Jadavpur University, Kolkata and PU from Malaysia, Ghaziabad, Dergaon, Bangalore, New Delhi, Assam, New Delhi, Ballabgarh, Madras, Mizoram Tripura, Maharashtra, West Bengal and Punjab respectively had organised only one event during the period of study .
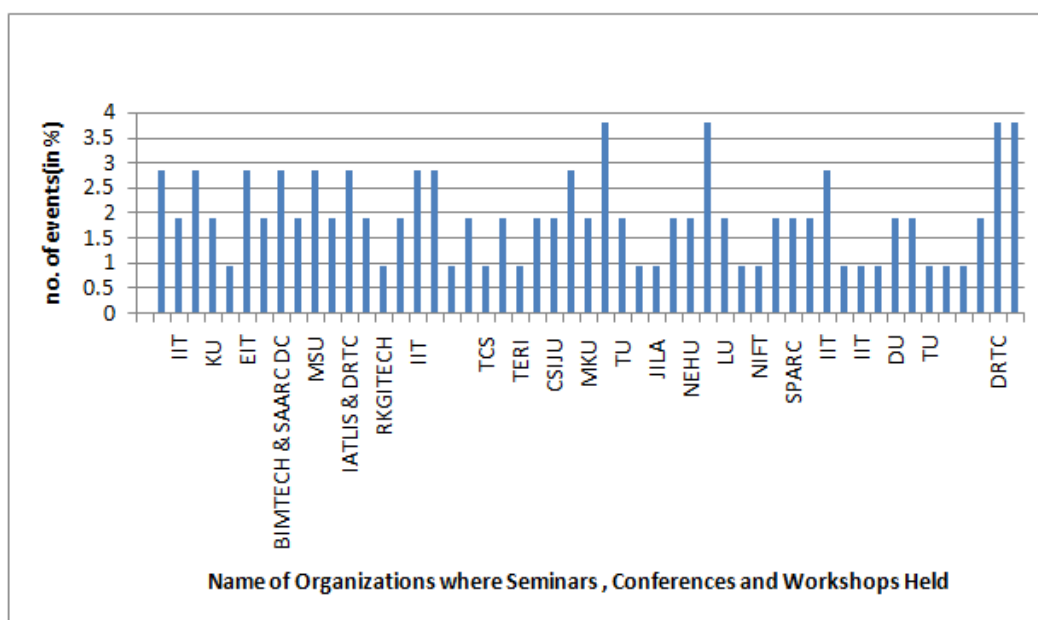

Fig-2: Organizations and Locations Wise Distribution of Seminars Conferences and Workshops

Year wise distribution of evens as shown in Table shows that out of 105 events organised during the period of study , maximum number of events were organised during 2013 (52 = 49.5 %) which is followed by 37 (35.23 %) events which have been organised during 2012, whereas up to July 2014 only 16 (15.23 %) events were organised in the area of library and information science . Therefore, it could be deduced that 2014 remains the most fruitful year for the LIS professionals in which 52 number of seminar, conferences and workshops were organised in India and many conference proceedings have been produced containing scholarly contents

4.3 Main Theme and Sub-Theme Wise Distribution of Events

Now in the Table -3, total of 105 seminars, conferences and workshops have been taken into account in order to study about number of events based on the central themes or topics of the seminars, conferences and workshops which is shown in the following Table-3. On this study, it is found that during the year January 2012 to July 2014, the Main / Central Themes of Seminar , conferences and Workshops have been taken for examination. Data regarding some sub topics of the seminar, conferences and workshops have not been included on account of paucity of time and space or some limitations. All the Main/ Central Themes of the Seminar , Conferences and Workshops have been categorized into seventeen topics which are Library Automation & Networking , Digital Library, Knowledge Management, Information Management, E- resource Management, , LIS Education and Research, User Education, Manpower Development, Open Sources Software, User services, Information and Communication Technology, Web Resources, Social Media and Communication, Special Libraries, Academic Libraries, National Libraries, Trends and Development in Library & Information Sciences. These topics are framed on the basis of the title observation of the keywords from the title of the seminars, conferences and workshops and from the examination of the sub themes. As there were no conventional LIS Main Themes and Sub-Themes like classification, cataloguing, indexing etc, have been observed in the seminar/ conference brochures, those topics have not been reflected here. Through the some Learned Bodies always focus on issues on information and communication technology, but the primary observation of individual title and sub title provides evidence that all of them have been discussed on non –core LIS subjects/ topics.

Table -3: Theme and Sub-Theme Wise Distribution of Events (Seminars, Conferences and Workshops) Organised during 2012 to July 2014 (N=105)

Sr. No	Topic	2012	2013	2014 (Up to July)	Total	Percentage
1.	**Library Automation**	**4**	**3**	**0**	**7**	**6.67 (Rank-IV)**
2.	**Digital Library**	**6**	**5**	**2**	**13**	**12.38 (Rank-I)**
3.	**E-Resource Management**	**3**	**2**	**0**	**6**	**5.75 (Rank-V)**
4.	**Information Management**	**2**	**2**	**2**	**6**	**5.75 (Rank-V)**
5.	**Information and communication technology**	**5**	**6**	**1**	**12**	**11.43 (Rank-II)**
6.	**LIS Education**	**3**	**2**	**0**	**5**	**4.76 (Rank-VII)**
7.	Manpower Development	0	2	0	2	**1.90 (Rank-X)**
8.	**Open Sources Software**	**1**	**3**	**0**	**4**	**3.81 (Rank-VIII)**
9.	**User Services**	**1**	**2**	**0**	**3**	**2.86 (Rank-IX)**
10.	Web resources	2	0	0	2	1.90 **(Rank-IX)**
11.	**Knowledge Management**	**3**	**2**	**1**	**6**	**5.71 (Rank-VI)**
12.	**User Education**	**5**	**4**	**0**	**9**	**8.57 (Rank-III)**
13.	**Special Library**	**3**	**3**	**1**	**7**	**6.67 (Rank-IV)**
14.	**Trends and Development in LIS**	**5**	**5**	**2**	**12**	**11.43 (Rank-II)**
15.	**Academic Library**	**3**	**2**	**0**	**5**	**4.76 (Rank-VII)**
16.	Public Library	1	2	0	2	1.90 **(Rank-X)**
17.	**Social Media & Networking**	**2**	**1**	**1**	**4**	**3.81 (Rank-VIII)**

Total		**49** **(46.66)**	46 (43.80)	10 (9.52)	**105**	100.00

The quantitative analysis of collected data from the seminars, conferences and workshops brochures reveal that in majority of the seminars, conferences and workshops , the emerging topics on ICT applications and digital libraries and related are of web technology, social media and e-resource management. In all these events conducted during January 2012 to July 2014, the traditional library and information science topics have not been included as one of the main themes of the seminars/ conferences and workshops. The contemporary topics now-a-days are modern emerging technologies as shown in the Table-3 where ranking of main themes of seminars , conferences and workshops has been made on the basis of the frequencies of those key words of main themes.

From the survey findings it has been deduced that Digital Library theme (13=12.18) has been emerged as one of the important themes for discussion and placed at 1st Rank which has been followed by Information Communication Technologies and Trends in Library and Information Science Education (12= 11.43 % each) and placed at 2nd Rank; User Education (9= 8.57%) placed at 3rd Rank ; Library Automation and Networking , Special Library (7 = 6.67 % each) placed at 4th rank; E-Resource Management and Information Management (6 = 5.75 %) are placed at 5th Rank; Knowledge Management (6 = 5.71 %) has been placed at 6th Rank; LIS Education and Academic Libraries (5= 4.76 %) both are placed jointly at 7th Rank whereas Open Source Software and Social Media and Social Networking Sites (4=3.81 %) , Users Service (3= 2.86 %) and Man Power Development ad Public Libraries (2= 1.90 %) are placed at 8th Rank, 9th Rank and 10th Rank respectively.

From the analysis of the main themes of the seminar , conferences and workshops , it has been found that in the present day context , there is no place for traditional librarianship with old topics. All young generation LIS professionals are moving towards the ICT based modernized library and information services, digital library , web technologies , Internet, e-resources, use of social media and social networking sites and elderly LIS professionals are trying to follow them and adopt new technologies forgetting the core library and information science subjects. This is a matter of great concern for the young librarians / LIS professionals and Teachers of Library and Information Science that we must not forget our traditional librarianship and at the same time we should be well conversant with the latest ICT tools and technologies to practice librarianship in changing digital and web based environment.

Therefore while making the seminar / conference // workshop proposals , we should also give equal wattage or focus on the traditional librarianship enabling us to know the core subjects and lates developments in ICT and digital / web technologies and their application in library services and activities.
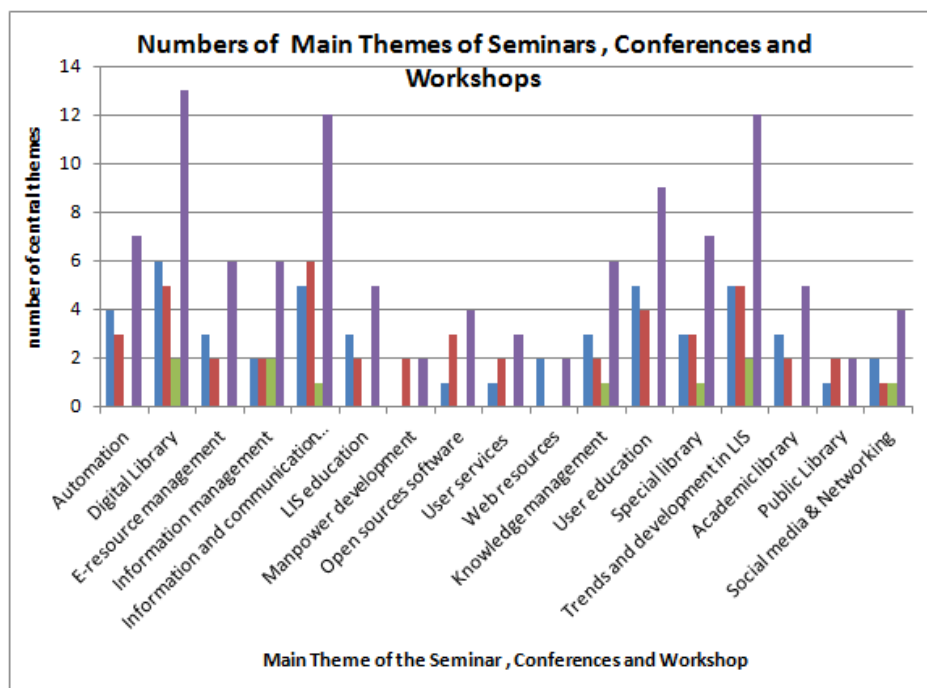
Fig:-3 : Main Theme of the Seminar , Conferences and Workshop

From the above Figure -2 it has been found that most of the seminars , conferences and workshops are organized on Digital Library and ICT. LIS education, E- resources Management, Web Resources also take a vital role in the seminar discussions. But in case of user services, manpower development, public library and Web resources the number of discussion is less. Open sources software and Social Media and Social Networking as the new entrants in the fields, naturally the number of discussion would be few and it is expected that number of seminar , conferences and workshops will be organised frequently in coming years to make the LIS professionals aware about these technologies to apply in library services.

4.4 Sub –Theme Wise Distribution of Seminars , Conferences , Workshops showing ICT and Non-ICT Sub-Themes / Topics for Deliberations

The result as shown in Table -4 reveals the analysis of data on the basis of the sub-themes. While minutely recording and listing the sub-themes from the seminar / conference/ workshops brochure , altogether 185 standard sub topics / sub-themes have been found which have been categorized into ICT and Non ICT related sub-themes for presentations and deliberations (Table-4).

Table -4: Statement of showing IT and Non IT Sub-Themes of Seminars, Conferences and Workshops (N=185)

Sub-Themes	2012 (%)	2013 (%)	2014 July. (%)	Total (%)
ICT	**53 (41.00)**	**58 (45.00)**	**18 (14.00)**	**129 (69.73)**
Non-ICT	**26 (46.00)**	19 (34 .00)	11 (20.00)	56 (30.27)
Total	79 (42.70)	77 (41.62)	29 (15.67)	185 (100.00)

On the basis of analysis of sub-themes as mentioned in the seminars , conferences and workshops brochure studied under the period of study , it was found that out of 185 number of sub-themes / topics of seminars / conferences/ workshops most of the seminars , conferences and workshops (129= 69.73 %) have been organized on the ICT sub-Themes / Topics whereas 56 (30.27 %) seminars , conferences and workshops have been organised on Non-ICT sub-themes / topics.

Further year wise analysis shows that in 2013, 58 (45 .00 %) seminars, conferences and workshops were organised on ICT sub-themes which is followed by 2012 (53=41.0 %) whereas in 2014 (up to July) only 18 (14.00 %) sub-themes were listed on ICT Topics.

If we analyse the Non-ICT topics / sub-themes, it is found that in 2012 , 26 (46.0 %) Non-ICT topics have been included   for papers presentations and deliberations in the seminars, conferences and workshops (Fig-4 A & 4 B)
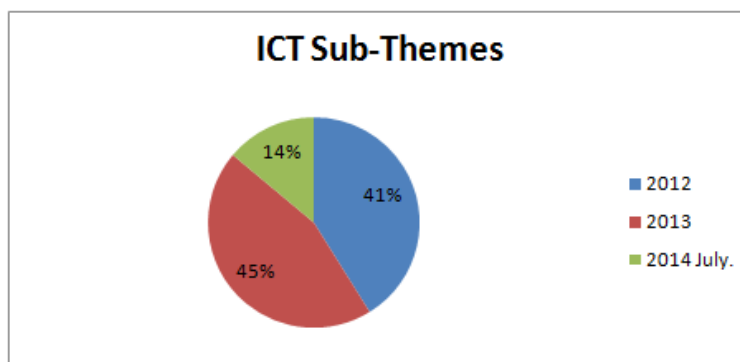
. **Fig-4 A** Percentage of ICT Sub-Themes

In the figure, we can now see that the highest percentage of seminars, conference and workshops on the ICT sub themes / topic was 45% in the year 2013 and lowest is 14% in the year 2014.
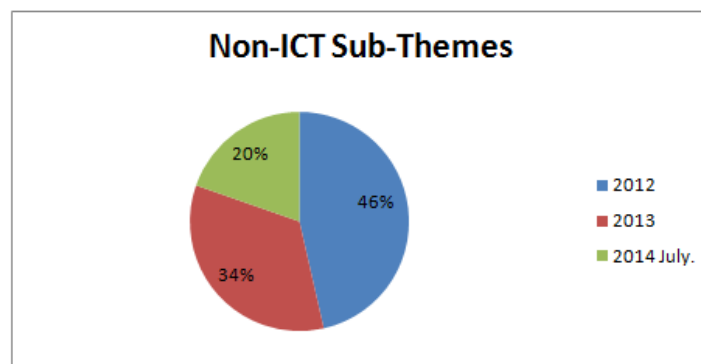
Fig-4 B Percentage of ICT Sub-Themes

In the same way we now show the above given information of the sub theme, Non ICT from the table in the Fig-4 B which reveals that the highest percentage of seminars, conferences and workshops on the Non-ICT sub topic was in the year 2012 which was 46% and lowest in the year 2014 which was 20% only.

4.5   Registration Fee Structure Wise Analysis for Students and Retried Teachers / LIS Professionals

For conducting any seminars, conferences and workshops, there is provision to pay Registration Fee for the participation which varies from organisations to organisations and the level of the events , funding agencies etc. In this study, Registration Fee Structure wise analysis of seminar, conference and workshop brochure has been made to know the current trends for taking registration fee for the participation in the seminar , conferences and workshops.

Table 5: Registration Fee Structure Wise Analysis for Students and Retried Teachers / LIS Professionals (N=105)

Registration Fee Structure for Participation	Registration Fees (in Rs)						Total
	Free Registration	Paid Registration					
		100-500	501-1000	1001-1500	1501-2000	2001-3000	
No. Student/ Retired & Unemployed Library and Information Specialist/ LIS Professionals	2	42	29	15	11	6	105
Percentage	1.90	40.00	27.62	14.29	10.48	5.71	100.00

On the basis of data collected from the seminar / conference/ workshops brochures , it has been observed that there are two categories of Registration Fee Structure. One category is Free Registration and another category is Paid Registration. The Registration Fee structure varies from organizations to organizations and funding available to the organizers from different sponsoring agencies.

The result as shown in above Table -5 reveals that out of 105 seminar, conference and workshops brochures analysed , only 02 number of events have provisions for Free Registration and remaining 103 seminars , conferences and workshops were having Paid Registration provision for the participation.

Out of paid registration category, there are different frequency of registration Fee Structure like Rs. 501-1000,1001-1500,1501-2000, and 2001-3000 . The finding shows that Rs.100-500 has been charged in maximum number of seminars, conferences and workshops from the students, retired and unemployed LIS professionals category which is 40 (42.0 %) which is followed by 29 (27.62) seminars, conferences and workshops for Registration Fee Category of Rs.501to 1000; 15 (14.29 %) for Rs.1001 to 1500 Registration Fee Category whereas 11 (10.48 %) seminars, conferences and workshops have Registration Fee Structure from 1501 to 2000 category. The highest Registration Fee under students, retired and unemployed LIS professionals category (6 = 5.71 %)   registration fee for Rs.2001 to 3000.

It has been observed that in most of the seminars , conferences and workshops , except few registration fee is charged towards registration for participation in events. It is very difficult for students , retired and unemployed professionals to participate in the event by paying huge registration fee. Besides that the participants have to pay accommodation fee separately. Therefore, it s very costly affairs, on the part of the students, retired professionals and unemployed LIS professionals to attend such events.

Therefore, it is suggested that very minimum Registration Fee should be charged from those participants and for some the concerned colleges, universities and organistaions should sponsor such participants for their participation in the seminar, conferences and workshops. In this direction , INFLIBNET, TERI , IGNCA, New Delhi , INFLIBNET Centre, Gandhinagar , Raja Ram Mohun Roy Library Foundation, National Library, Central Reference Library , ICSSR have taken initiatives to give funds to the colleges and universities to organised training programmes , seminars , conferences and workshops for the LIS professionals for their participation.

Some private universities and organisations are organising International Events and their participation cost is huge and the ordinary people cannot afford to attend these events which needs to be taken care off by the funding agencies and college / university/ institutional / govt. authorities.

Now the result can be graphically represented in Fig-5 where information on number of seminars, conferences and workshops for the Students, Retired and unemployed, library & Information specialist under the certain fee structure of registration fee in percentage wise, has been shown.
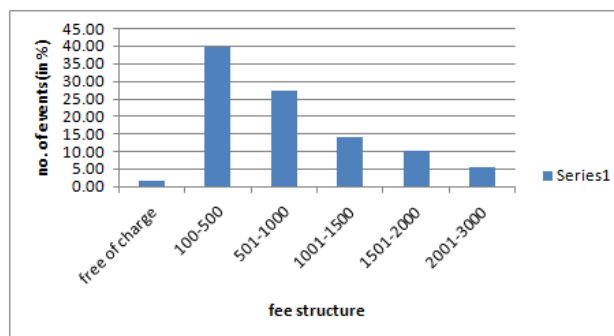
Fig- 5: Registration Fee Structure for Students , Retired & Unemployed LIS Professionals

4.6 Registration Fee Structure for Employed LIS Professionals for for Participation in   Seminars, Conferences and Workshops

The registration Fee Structure for attending national/ international seminars, conferences and workshops for the working professionals has been shown under different fee structure category in Table- 6. Among those fee structures, the highest number of events have been organised under the Registration Fee Structure of 500-1500 which was 35 events (33.33 %) and lowest (6= 5.71 %) under the Registration Fee structure of Rs. 4501-6000.

The result as shown in Table -6 reveals that Registration Fee Structure for employed LIS professionals are available in different ranges from Rs. 500 to 1500, Rs.1501 to 2500. Rs.2501 to 3500, Rs.3501 to 4500 and Rs.4501 to 6000.

Table -.6: Registration Fee Structure for Employed LIS Professionals for for Participation in Seminars, Conferences and Workshops

Registration Fees Structure	Registration Fee					Total
	500-1500	1501-2500	2501- 3500	3501-4500	4501-6000	
Working Professional	**35**	29	21	14	6	105
% of Registration fee.	**33.33**	27.62	20.00	13.33	5.71	100.00

The result shows that out of 105 events organised in India during January 2012 to July 2014 , one third / maximum number of seminars , conferences and workshops (35=33.33 %) have minimum registration fee for working LIS professionals which ranges from Rs.500 to 1500 which is followed by 29 (27.62 %) events charging registration fee Rs. 1501-2500 , 21 (20.0 %) events charging registration Fee from 2501 to 3500 whereas 14 (13.33 %) and 6 (5.71 %) events charged Registration Fee from Rs. 3501 to 4500 and Rs.4501-6000 respectively.
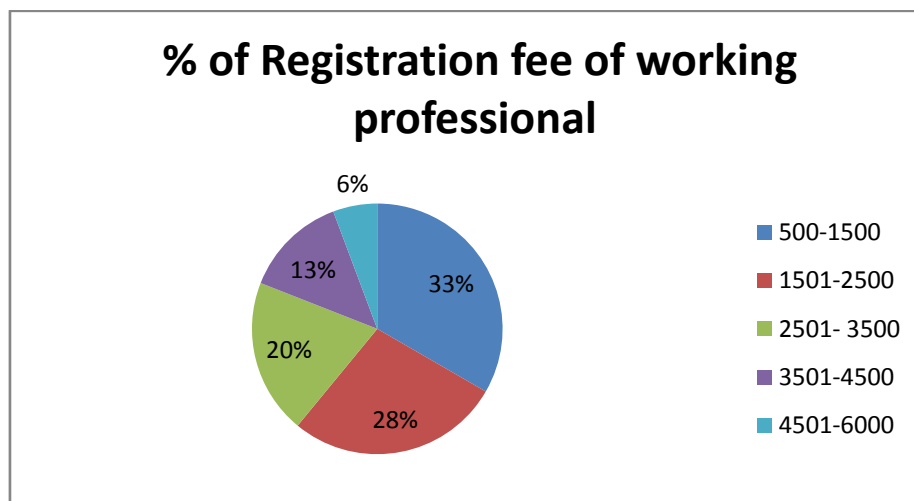

Fig-7 : Registration Fee Structure for Employed LIS Professionals for for Participation in Seminars, Conferences and Workshops

It is encouraging to note that only few seminar organizers (6 =5.71 %) charges high registration fee for attending seminar , conferences and workshops. Remaining fee structure are not so high . The working professionals especially who are in senior professional level can afford to pay this amount either from their own pockets or under deputation from the respective organisations as there has been price hike in every sector and for organising events , we require lot of money to manage the events successfully.

V. IMPORTANT FINDINGS , SUGGESTIONS AND RECOMMENDATIONS

Organising Seminar, Conferences and workshops has been a part of teaching-learning and research activities for any educational institutions. In colleges , universities and institutions of higher learning , we promote post-graduate teaching and research and for keeping oneself abreast in the respective areas of specializations, the students , researchers and faculty need to update themselves and interact with the fellow participants and colleagues to know many things in details.

The Colleges and Universities have been playing an important role in conducting seminars, conferences and workshops under the sponsorship of the funding agencies. The University Grants Commission has also introduced PBAS based API for promotion and direct recruitments in colleges and universities . For that purposes also researchers and faculty members have to attend the seminars , conferences and workshops and present papers. All these activities are having points as per UGC guidelines. In view of this it is necessary for all the researchers and faculty members and LIS professionals to attend the events. Therefore , if the Registration Fee is minimum or faculty members are deputed to attend the seminars , conferences and workshops , then it would be a great relief for the incumbent to participate in such events.

In the library and information science profession, we have been witnessing the sweeping changes around the world for information organizing, processing, and dissemination and retrieval of information through the computerized services. Seminars and conferences are gaining importance day by day. It encourages the students, researchers and LIS professionals to keep themselves updated. The seminars conferences and workshops are depends on a organizer. The data collected through the brochure of seminars, conferences and workshops has been analyzed to draw conclusion in order to know the latest trends in LIS research.
On the basis of data analysis , important findings have been enumerated in brief:

➢ Form the data analysis of the brochures collected for the study , it was found that the highest number of events were organised at national level and lowest number of conferences were organised at international level whereas no records have been traced for organising events at the regional and state level (Table-1) ;

➢ Location and organization wise analysis of the events, reveals that the highest number of events (4 =3.81%) was organised by the organizations like SLP, TIAS, DRTC, INFLIBNET located at New Delhi, Bangalore and INFLIBNET Centre whereas the lowest number of event (1=0.95%) is by the organizations like MU, RKGITECH, D.K. College, TC, RETI, JILA, Nowgaon College, AC, IIT, MU, TU, JP. Thus it gives the information that the highest number of events have been organised by the organizations located which are located at New Delhi ,Bangalore and INFLIBNET Centre, Ahmadabad (Now Gandhinagar) and lowest by the organizations located at Assam , Madras, Tripura, and Maharashtra, West Bengal etc.(Table - 2)

➢ Based on the different central themes we could see that the highest numbers of events were based on the Main/ Central Themes like Digital Library (13=12.38%), Information and Communication Technology (12 =11.43%) and on Trends and Development in LIS (12 -11.43%). Whereas the lowest number of events were based on the Central Themes like Manpower development (2=1.90%), Web resources (2=1.90%,),Public Library (2=1.90%), User education is, user services (3=2.86%) respectively (Table -3);

➢ While analyzing the number of events by the seminars, conferences and workshops based on sub topics, ICT and Non ICT, we could get the information that the number of events based on sub themes, ICT 129 (69.73)%) which were more than the events based on sub-topics. Non-ICT which (6=30.27). While analysing the data year wise for the information based on sub-topic ICT and Non ICT, we could get the result that the number events on ICT was highest (58=45%) in the year 2013   and on Non ICT, the highest number of events (26=46%). were recorded in the year 2012 is, (Table -4);

➢ A good number of seminars, conferences and workshops (42 =40%) have a minimum amount of Registration Fee Structure which ranges from Rs.100-500 where as only 6 (5.71 %) seminars , conference

and workshops charges the lowest fee structure of 2001-3000 for students, retired LIS professionals and unemployed LIS Professionals(Table -5); and

➢ Based on data of number of events by Seminars, conferences and workshops for working professionals under the different Registration fee structure, we could find that the numbers of events were highest under the lower registration fee structure and lowest under the higher fee structure. As such in the Table -6 , we could see that the highest number of events (35 =33.33%) were charged under the fee structure of 500-1500 and the lowest number of events (6=5.71 %) were charged under the fee structure of 4501-6000 (Table 5.6).

5.1 Suggestions and Recommendations

Following are suggestions and recommendations of the study :

➢ To promote and encourage sharing of information among the attendees;

➢ To provide attendees with educational sessions and sometimes technological display, encompassing the best and most current information in the field of latest trends in LIS development and research;

➢ To provide an Educational forum for the promotion and advancement of library management principles, methods and practices to all sectors in communities and counties from around the world;

➢ To encourage full participation at all levels. That is, not limited professionally, nationally, internationally or geographically;

➢ To generate revenues for the ongoing administration of the initiatives of the organizers such events; and

➢ The seminar , conference and workshop organisers should come forward and include Non ICT and core Library and Information Science themes and sub-themes for paper presentations, Invited papers and deliberations.

VI.   CONCLUSION
VII.

Seminar, Conferences and workshops is a part of any educational institution. It is soul of any learning institution. Colleges and Universities play an important role in a seminar and conferences. We have been witnessing the sweeping change around the world for information organizing, processing, and dissemination and retrieval of information through the computerized services. Seminars and conferences are gaining importance day by day. It encourage the student in the information any specific topic much well. The seminars conferences and workshops depend on a organizer how they are planning to hold the events whether it is free or fee based.

As the world is moving towards information society the conventional library services are also sifting to IT based library services. In information society the librarian has been ended to collect, store, organize and disseminate information specially web resources and digital information. In this result, the role of librarian now is to add "value" to existing in formation of knowledge to fulfill the dynamic needs to the user community. This added value helps library professionals to survive in this information age. So the responsibility areas of librarian managing web resources, digital resources , extracting clear information from information flood, resources description, resources mapping, making easy access to information, collaboration, networking, user satisfaction and so on . All of these activities are components of information technology. Therefore in changing years the main themes and sub-themes selected for deliberations are mainly based on the ICT application based , Internet , social media topics which shows the modern trends in LIS Education and Research which have been taking place in the Indian scenario.

From the content analysis of the seminars , conferences and workshops brochure , it has been found that at present most of the events are organised and revolving around the Library Automations , Library Networking, ICT applications in libraries , digital technology applications, Internet , ICT Literacy Skills , User Studies , Web technology and Semantic Web technology, Social Media & SNSs, Copyright & IPR issues, Institutional repositories E-Resources Usage and Management , etc. which have definitely changes the face of modern library and information science studies and research. Very little attention has been given on core

Library and Information Science subjects for research and LIS professionals are moving towards ICT based studies and research forgetting the core LIS subjects for research.

Therefore, there is need to organise events having more focus on core and Non -ICT Library Science topics along with ICT based topics for paper presentations and deliberations in the seminar , conferences and workshops. There should be mixed blends of both traditional and modern librarianship which will keep our traditional librarianship alive and we may save the Library and Information Science from its obsolesces. So we should take pledge to maintain balance in both Non –ICT and ICT based topics for deliberation and discussion while organising any events in the field of LIS Education and Research and librarianship in changing era.

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About the Author

Dr. Manoj Kumar Sinha (b.1965) did Graduation, Post –Graduation and Ph.D. Degree in Zoology, Library and Information Science from T.M. Bhagalpur University, Bhagalpur. Besides this, he has acquired B. Ed. Degree from Annamalai University in 1995 and also did Post-Graduate Diploma in Higher Education from IGNOU, New Delhi in 2002. At present he has been working as Associate Professor in the Department of Library and Information Science, Assam University, Silchar and he has been appointed as the Head of the Department w. e. f December 11, 2009. Prior to this he served the Assam University, Silchar as Assistant University Librarian from January 30, 1997 to January 30, 2003; Assistant University Librarian (Sr. Scale) from January 31,2003 to November 18, 2009 and as Reader, Department of Library and Information Science from November 19, 2009 to November 18,2012. Before joining Assam University, Silchar , he served as Librarian in Jawahar Navodaya Vidyalaya, Gorakhpur (Navodaya Vidyalaya Samiti, Lucknow Region, Dept of Education, and Ministry of HRD, Govt. of India) from February 15, 1993 to January 28, 1997. Before coming to library profession, he worked as JRF and SRF in Life Sciences under the CSIR Sponsored Research Project entitled "Ecology and Phytochemistry of Biocidal Plants of Santhal Parganas, Bihar" at University Department of Botany, T.M. Bhagalpur University, Bhagalpur.

He has published more than 225 research papers and articles mainly in the areas of Library & Information Sciences and also in his parent subjects Botany, Zoology, Environmental Sciences,. He has keen interest in learning new skills in Information & Communication Technology. His areas of interests pertaining to the Library and Information Science are Traditional Librarianship, Academic Library System, Public Library

System, HRD issues, Users Study and Users Education, User Empowerment through ICT, ICT and Internet Literacy , Quality Management, Knowledge Management, Library Automation and Networking, Digital Library, e-learning, etc.

He is life member of ILA, IASLIC, UPLA, SIS, MANLIBNET, JILA, AGLIS, Assam Library Association, FBAI, and actively associated with research and academic works. He has been the Chairman and Member of Board of Post-Graduate Studies (BPGS) in Library and Information Science; Member of School Board of School of Information Sciences; Member of Swami Vivekananda School of Library Sciences (Feb 2011) ; Member of Academic Council; Assam University Court since December 2009; Chairman and Member of Departmental Affairs Committee (Since November , 2009); Member of Departmental Research Committee (Since 2013) Chairman and Member of Departmental Purchase Committee (Since April 2014).

He has been nominated as a Member of School Board of Economics, Management and Information Science of Mizoram University, Aizawl since April 2014. He has been associated with many universities and institutions as subject experts. He also served as Subject Experts for UGC assignments.His biography has been included in many Biographical Directory of National and International importance. He has been associated with few journals as a Member of Editorial Board.

He has guided eight M. Phil. Students and 40 Masters of Library and Information Science dissertations and also nominated as a Subject Expert in sister departments of Assam University. Since 2013 IPP Course Work programme has been introduced in the department and now he has been supervising 08 Ph.D. and 05 M. Phil. research scholars. 07 M. Phil scholars have been awarded and two Ph.D. and one M .Phil. Scholars have submitted their theses and dissertation respectively. He has been invited as Ph.D. Theses and M Phil Dissertations Examiners from seven universities and conducting practical examinations also in many Central and State Universities of India.

He has wide experience in organizing events like Book Fair and Exhibition and also organised PLANNER-2005, Seminar on Digital Library Management (2008), Librarians Day and Organising Orientation Programme for Fresher' regularly since 1997 on behalf of Assam University Library and now on behalf of the Department of Library and Information Science, Assam University, Silchar . Recently he has successfully organised National Seminar on Collection Development (NSCD-2011) in collaboration with Central Reference Library, Kolkata (Ministry of Culture, Govt. of India; National Training Programme-Cum-Workshop on Open Source Library Application Software for Library Services during March 28-31, 2013. He has been actively participating, contributing and presenting Invited / Contributed Research Papers in National and International Seminar/ Conferences, attended several Training Programmes and Workshops pertaining to ICT Application in Library and Information Services. Besides this he has honour of Chairing Technical Sessions in many Seminars and also acted as Rapporteurs, Rapporteur General in Seminars and Conferences.

He may be contacted on :
E-mail: manoj.kumar.sinha@aus.ac.in, hod_lis@aus.ac.in, mksinha1965@gmail.com,
       dr_mk_sinha@yahoo.com