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Innovative Continuing Professional Development Programs for LIS Professionals Conducted by the Library at IIM Lucknow: an overview

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Abstract

In keeping with the vision of its parent institute, and also in line with its mission, the library at the Indian Institute of Management, Lucknow (IIML) has been conducting innovative continuing professional development programs for professionals engaged in the library and information sector, for the last over ten years now. More than thirty such programs, on areas like: (i) Quality Management, (ii) Marketing, (iii) Information Technology Applications, (iv) Human Relations, and (v) Communication, in the context of library and information systems and services, benefiting over six hundred top and senior level professionals, have already been conducted. Feedback from the participants has continually been revealing that the programs were very well received, and at times had even surpassed the expectations. As a result, significant positive developments have also been noticed to have taken place in many of the participants' library and information systems in so far as their

collection development, collection organization, service design and delivery activities are concerned. Giving a brief about the need of launching such programs from the library of a national level management school, the paper provides an overview of the programs, one, each in the area of 'Quality Management'; 'IT'; and 'Marketing'. The overview includes a brief about the programme objectives, contents, schedule, delivery, participant profile and feedback.

1. Background

Melvil Dewey started first library school in USA in 1887. The school was started to provide to all those aspirants pursuing careers as academics or professionals in the discipline of library and information science: (i) a comprehensive view and understanding of the 'universe of knowledge' and its growth; and (ii) state-of-the-art know-how on tools and techniques for its effective acquisition, organization, storage and retrieval - the mission being to produce a breed of academics and professionals who could contribute their bit to facilitate knowledge generation and its use.

In India, first enterprising attempt was made by Maharaja Sayaji Rao Gaekwad, the ruler of Baroda state, who invited W.A. Borden, a disciple of Dewey, to improve library system of his state. For creating a cadre for the newly established public library system of Baroda state, Mr. Borden initiated training in librarianship in India in 1912. Therefore, Sayaji Rao Gaekwad and Mr. Borden are the two pioneers in initiating and teaching library science education in India. A D Dickinson, another student of Dewey, was appointed as the Librarian of Punjab University. Gradually other university and library associations started setting up library schools. The first certificate course in library science was started in 1929 by the Madras Library Association under the tutelage of Dr. S.R. Ranganathan, who is regarded as the '*father of library movement*' in India[1].

At present, more than 100 universities and their affiliated colleges/institutions are conducting courses in library (and - now also- information) science at bachelors as well as masters degree. M. Phil and Ph. D is also offered by over 39 universities [2]. In addition, a number of state level professional associations in association with their respective state governments also run certificate courses.

A few university level institutions in India (DRTC in Bangalore, INSDOC in New Delhi, NCSI at IISc in Bangalore) also impart specialized courses on areas like documentation, information science, library automation, information technology, management of information systems (MIS) etc.

2. Continuing Professional Development Programs (CPDPs) in India

In view of the challenges posed by the ‘knowledge-driven economy’, LIS professionals have not only to deal with greater quantities of information than earlier, but, using ICT, have also to change their role from passive providers of information support to more proactive providers of information itself. In keeping with this changing and ever evolving requirement, CPDPs for them are being organized by various agencies on several frontier areas that include the following:

- State-of-the-art exposure in ICT including, in particular, areas such as computers, communication, networking and Internet, multimedia, reprographics and micrographics, printing and publishing technologies, digital and electronic libraries, consortia initiatives, and the web world.
- Exposure to latest sources and systems of information, particularly in the e-environment.
- Application of newer management concepts and techniques like ‘TQM’, ‘Marketing’, in not only identifying users and their exact needs but also in bringing delight to them by providing need-based services and products.
- Human resource issues vis-à-vis changing job requirements.

3. Institutions actively involved in Conducting CPDPs in India

The International Federation of Library Associations and Institutions (IFLA), the American Library Association (ALA), the Library Association (LA), London and quite a few other similar level organizations are conducting CPDPs at international level.

In the Indian context, the following bodies have taken praise-worthy initiatives in conducting CPDPs:

- National institutions - Defence Scientific Information and Documentation Centre (DESIDOC), National Social Science Documentation Centre (NASSDOC), National Medical Library (NML), All Indian Institute of Medical Sciences (AIIMS), National Information System for Science and Technology (NISSAT).
- Libraries at Indian Institutes of Management (IIMs), Indian Institute of Sciences (IISc), Indian Institutes of Technology (IITs), and some Central Universities.
- Professional associations - Indian Library Association (ILA), Indian Association of Special Libraries and Information Centres (IASLIC), Society for Information

Systems (SIS), Indian Association of Teachers in Library and Information Science (IATLIS), Uttar Pradesh Library Association (UPLA).

- Library schools and training centres - all LIS Schools, National Institute of Science Communication and Information Resources (NISCAIR) – erstwhile Indian National Scientific and Documentation Centre (INSDOC) –, Documentation Research and Training Centre (DRTC).
- UGC - academic staff colleges of different universities, INFLIBNET.
- Consultants - retired people of the profession.
- Library networks - Delhi Library Network (DELNET), Ahmadabad Information Network (ADINET), Mysore Library Network (MYLIBNET), Pune Library Network (PUNENET), Bombay Library Network (BONET), Madras Library Network (MALIBNET), etc.[3]

4. Why Did IIML go in for Conducting CPDPs for LIS Professionals?

The Indian Institute of Management Lucknow (IIML) is a national level management institute set up by the Government of India. The mission of IIML is *'to help improve the management of the corporate and the non-corporate sectors and also the public systems, through pursuit of excellence in management education, research, consultancy, and training'* [4]. In keeping with the mission of the Institute, the library has been established *"to facilitate knowledge generation and application through its effective dissemination"* [4]. Besides catering to the diverse information needs of all its internal users, the library is offering its services, of course under specified terms and conditions, to the clientele in the external environment, as well.

Given the mission and vision of IIML and its library, the thinking that emerged at the Institute was that in the present context of knowledge-driven economy, organizations will excel in achieving their desired goals and objectives only if they are backed up by adequate information support systems. For that to happen, it was felt that these systems – the libraries and information centres (LICs) – needed to be managed well. It is basically in line with this thinking as well as with a view to equip these LICs with professionally competent librarians and information managers (LIMs) that IIML took upon itself the task of organizing CPDPs for LIS professionals. The other reason responsible for IIML to take up this initiative was that an informal feedback about the programs conducted by the other agencies, as outlined earlier, had revealed that programs will have desired impact only if: (i) conducted at such places that can provide the participants an opportunity of supplementing their theoretical insights/learning with practical experiences and skills in lab environment; and (ii) conducted by experts with sound knowledge in both theoretical as well as practical domains.

5. Initiative by the Library at IIML

To address both the above concerns by basically sharing his 15 year long and rich experience of developing and managing a world class library, the author with his team at the library has been successful in conducting a series of high impact CPDPs particularly on various areas as outlined below.

Specifically mentioning about the driving force/s responsible for prompting the library to launch programs in the area of ‘quality management’, it would be in order to state that the library having achieved the status of a national level learning resource center in the field of management and related areas – be in terms of its quality learning resources, or quality equipment and facilities put in place, or quality services it was rendering – it was time for the team at the library to share its rich experience with fellow professionals with a view to help them built ‘quality’ information support centers and systems for their respective organizations.

Since the library had right from its inception made extensive use of the state-of-the-art information technology offerings for all that it was doing for ‘acquiring’, ‘organizing’ and ‘disseminating’ information for its highly demanding clientele, it had, over the years, gathered very enriching experiences as regards the application of IT in library environment. To share the same, the library thought of conducting CPDPs for fellow professionals, so that they don’t indulge themselves in what is called as ‘reinventing the wheel’.

Similarly, to justify the conduct of CPDPs in the area of ‘marketing’, it will be apt to mention that the team and its management at the library had observed that the resources, facilities, and services developed at the library, over a period of time, were not being optimally utilized as long as their use was restricted to its primary members. At the same time it was also felt that there was acute need of access to such learning resources, facilities, and services from a good number of users in the external environment. To address both these concerns, it was decided to experiment with bringing in ‘marketing’ orientation at the library itself. The experiment was successful in more ways than one. Not only did it help in enhancing the usage of the library but it also helped in satisfying the long felt need of external users. Added to both these advantages was the byproduct – some amount of revenue generation. However, all this did not happen over night. Rich experiences and learnings were there and it was felt that the same need to be shared among all those engaged in the information sector.

6. CPDPs Conducted by the Library at IIML

In line with the above scenario, the library at IIML has already (at the time of writing this paper), conducted 27 CPDPs for LIS professionals in the area of ‘Quality Management’ (11); ‘Information Technology Applications’ (8); and ‘Marketing’ (7). Besides, it also

conducted some more CPDPs in other LIS areas and these include one program each in the areas of 'Human Relations' and 'Effective Communication'. It is worthwhile to mention here that the author, on invitation, conducted a very successful programme on 'quality management and marketing' for 25 senior LIS professionals from Asian countries, in Singapore, during April 12-16, 1999 and he has since been a regular resource faculty for almost all the top level CPDPs for LIS professionals, conducted by various agencies in the country.

Background, objectives, and contents of the programme, for each area, as described in the announcement brochure and a brief about the programme schedule, programme delivery, participant profile and feedback is provided below:

7. CPDPs on 'Quality Management'

Background:

Library and Information Managers (LIM) are these days deluged with advice as to how to acquire and organize learning resources and satisfy the complex and ever increasing information needs of their users. However, to achieve their goal, the question of a resource constrained regime has to be kept in mind without sacrificing the interests of the users. The services offered, accordingly, have to be internally efficient and externally effective. It is in this context that the question of 'Total quality' becomes relevant in the 'Management of Library & Information Services'.

Program Objectives:

In keeping with the above scenario, the present programme is designed to equip the participants with adequate know-how so that they are able to:

- *gauge the requirements of their clients, i.e. the library users more accurately and precisely;*
- *cater to the exact needs of such users; and*
- *remain cost effective in every area of operation by doing things right the first time, every time, all the time.*

Program Structure:

- *Developing total quality management (TQM) as a strategic focus to effect continuous improvement in various activities and services of a modern library and information center(LIC) encompassing acquisition, organization and dissemination of information.*
- *Understanding the TQM process.*

- *Barriers to continuous improvement in the context of library and information services (LIS).*
- *Making continuous improvement a way of life for everyone involved in LIS in any organization*

8. CPDPs on ‘Information Technology Applications’

Background:

Information Technology (IT) has ushered in a variety of media that can help Library and Information Managers (LIMs) in efficient and effective acquisition, organization and dissemination of information. Computers and CD ROMs have found increasing acceptance in Library & Information Centres (LICs); Multimedia has shown much potential for LICs; and Information Networks have broken time and space barriers. At the same time, LIMs are deluged with advice as to how to use this media to acquire and organize learning resources and satisfy the complex and ever increasing information needs of their users. In view of this and that of a resource constrained regime, LIMs will have to (i) make right selections while choosing appropriate IT products and infrastructural facilities, (ii) understand the information seeking behaviour of users; and (iii) understand all policy and managerial issues in regard to the use of IT products.

Program Objectives:

In keeping with the above scenario, the present programme is designed to equip the LIMs with adequate know-how, keeping its applicability in mind in real world solutions, on:

- *Developments in IT: Current Trends and Future Prospects;*
- *IT Application in LICs;*
- *Strategies for Adopting IT in LICs; and*
- *Impact of IT on Human Resource.*

Program Structure:

- *State-of-the-art IT application in LICs;*
- *Library Automation (in Integrated, Multiuser & Networked Environment);*
- *CD-ROM Databases/Networking & Online Document Access, Retrieval and Delivery;*
- *Networking & Internet (Protocols, DNS, Application in LICs);*
- *Preparing Website, Measuring & Improving its Efficiency; and*
- *Human Resource, Policy Considerations & Management Issues.*

9. CPDPs on 'Marketing'

Background:

Library and Information Centres (LICs) are now able to generate, by virtue of their using advanced computers and softwares, various kinds of information products and services in addition to their routine activities and services. However, it is a little unfortunate that these remain largely underutilized, or even, in cases, wholly unutilized. The reasons cited are several and include the following:

- *Efforts in identifying and reaching out the target audience are inadequate.*
- *Information products and services are 'generator' driven rather than 'user' driven and in that there remains a "linkage gap" between the generators and users of such products and services; and*
- *Level and information awareness or consciousness is still low among the users and there is a need to raise it further.*

Program Objectives:

Given the above scenario, efforts are being undertaken, through the present programme, to enrich the information environment of the potential clientele. An attempt is being made to equip the participants with adequate know how so that they are able to:

- *Identify and understand their potential users (internal as well as-external) in relation to their resources and facilities;*
- *Understand the information needs of such users more accurately and precisely;*
- *Generate information products and services that are tailored to meet the exact needs of such users; and*
- *Remain cost-effective in the process of generating information products and services.*

Broad Contents

The program content, which kept on getting modified as well as updated from one programme to another, was largely designed around the following themes:

- *understanding the marketing process;*
- *marketing in the library and information context;*
- *4 Ps (Product, Price, Promotion and Distribution) of marketing in the context of information products and services;*
- *generating information products & services as sustainable sources of revenue generation; and*
- *Customer Relationship Marketing (CRM) Initiatives.*

10 Experience Based Change in the Programme Content

The contents for the first set of programme in each area were observed to be largely theory based with very little illustrations from the LIS world.. Trying to make up for this deficiency in the subsequent programs by introducing case method of teaching and learning, useful insight came through the ‘feedback’ that cases discussed be better from the library and information world. Having addressed all these concerns, one more useful insight came through the ‘feedback’ that the cases/case lets discussed be relevant to the Indian situation/context and that is where we have been trying to work on for our future programs.

11. Program Schedule

Final schedule for the three-day programme, as got evolved and fine-tuned on the basis of experience gained (and feedback provided by the participants as well as the resource faculty) in each area was worked out in such a manner that **Day One** was devoted to providing conceptual clarity on the ‘subject’ fundamentals, especially as related to their relevance in the library and information environment. Attempt, in **Day One**, was also made to orient the participants to ‘case’ method of learning.

Days Two and Three would, through case-study based approach, attempt at bringing out clarity on the application of ‘subject concepts’ in the context of library and information activities and services. The participants would then be, based on the SWOT analysis of their respective set-ups, advised to work out an action plan for their respective set-ups. The Action Plan would be firmed up under the guidance of the resource faculty towards the end of the **Day Three** and that would be the key take from the programme.

Outline of a typical program schedule in each area is shown as follows:

Program Schedule for CPDP in the area of ‘Quality Management’

| Day | Session-I | Session-II | Session-III | Session-IV |
|--------------|---|---|--|--|
| One | 10.00-11.00 | 11.30-13.00 | 14.00–17.30 | 1800-1930 |
| | About the Programme | Total Quality Management (TQM): A Conceptual Framework | TQM in Library & Information Context (LIC) | Experience Sharing |
| Two | 10.00-11.00 Motivation & Team Building | 11.30-13.00 Service Design Process | 14.00-17.30 Communicating Effectively | 18.00-19.30 Experience Sharing |
| Three | 10.00-11.00 Journey to Excellence | 11.30-13.00 TQM in LIC: A Case Study | 14.00-17.30 Action Plan | 18.00-19.30 Firming up of Action Plan, Feedback Valediction |

Program Schedule for CPDP in the area of ‘IT Application’

| Day | Session-I | Session-II | Session-III | Session-IV | | |
|--------------|--------------------------------------|---|--------------------------------|--|---|---|
| One | 10.00-11.00 About the Programme | 11.30-13.00 IT in LIC | 14.00-17.30 Digital Library | 18.00-19.30 IT Application: A Case Study | | |
| Two | 10.00-11.00 Networking & Internet | 11.30-13.00 Web & the World of Librarianship | 14.00-17.30 IT Lab. | 18.00-19.30 Experience Sharing | | |
| Three | 10.00-11.00 E-Resources | 11.10-11.45 Videoconferencing | 11.45-13.15 Project Work | 14.00-16.00 Consortia Initiatives | 16.00-17.30 IT Policy, User & HRM Issues | 18.00-19.30 Firming up of Action Plan Feedback & Valediction |

Program Schedule for CPDP in the area of ‘Marketing’

| Day | Session I | Session II | Session III | Session IV | Session V | Session VI |
|--------------|--|---|--|---|--|--|
| One | 10.00-11.00 About the Programme | 11.00-12.00 Marketing A Conceptual Framework | 12.00-13.00 Service Marketing Fundamentals | 14.00-15.30 Marketing in LIC Context | 16.00-17.30 Case Method of Teaching | 18.00-19.30 Experience Sharing |
| Two | 10.00-11.00 Marketing Concepts Case: VC | 11.30-13.00 Marketing Mix (MM) Product Offering Segmentation Case: INDMARK (A) | 14.00 – 15.30 MM: Processes Physical Evidence Case: INPRS | 16.00 --- 17.30 M: Pricing Cases: INDMARK (M) The Information Bank | | 18.00-19.30 Experience Sharing |
| Three | 10.00-11.00 MM Promotion & Distribution Case: ADC | 11.30-13.00 MM New Product Development Case: HHP (C) | 14.00 – 15.30 MM: Marketing Strategy Case: The News Paper | 16.00 --- 17.30 Action Plan (AP) | | 18.00-19.30 Firming up of Action Plan, Feedback Valediction |

12. Program Delivery

All the technical sessions were handled by a faculty mix of experienced academics in the relevant subject area as well as practitioners in the field of LIS. As stated under the ‘schedules’ above, case study based approach was followed all through with examples and illustrations from the information world, both in Indian as well as foreign environment. Experience sharing sessions among the participants proved to be enriching component of the programmes as their active participation in the sessions, moderated by the Programme Director, provided very useful insights into their success as well as failure stories on the subject.

13. Participant Profile

All these programs saw participation of nearly five hundred top and middle level qualified professionals, engaged in almost all the activities of a typical modern library and information centre, be in the area of acquisition, organization, or services. Of course, some had also been involved in planning, designing, and developing the buildings and other infrastructure support for their library and information systems. It is worthwhile to mention here that the then INSDOC, DESIDOC, the British Council, the American Center, IITs, IISc, had been regularly sending their nominees to the programs. Yes, the other participants to these programs came from other academic institutions, government departments, research labs, industrial out-fits, but predominantly they were from scientific/industrial research and training institutions.

14. Program Feedback

Going by the participants’ feedback – summary of the latest programs on ‘quality management’, ‘information technology’, and ‘marketing’ provided in Annexures 1 to 3, respectively – obtained from them with the help of a structured questionnaire, as well as through other formal (participants’ reactions in the valedictory sessions) and informal modes (grape-vines, etc), the programs were reported to have been very well received.

14.1 Feedback Parameters

Formal ‘feedback’ instrument administered to the participants at the end of the programme, was very useful in soliciting their pointed ‘feedback’ on a 5-point scale on following parameters:

- achievement of the course objectives, as mentioned in the announcement brochure/s;
- relevance and usefulness of the course to the participant’s area of work;

- program duration;
- program contents;
- applicability of concepts discussed;
- conduct of the programme;
- program design in terms of extent of coverage, conceptual clarity, orientation to practical problems, methodology;
- faculty mix;
- course material/lecture notes;
- interaction with fellow participants;
- extent of useful knowledge acquired from the course;
- any session found particularly useful or could have been dropped;
- training methodology in the context of presentations by the resource faculty, case preparation/discussion, group interaction;
- resource faculty assessment;
- hospitality in terms of boarding, lodging, transportation; and
- overall assessment of the course; and
- general comments and suggestions.

14.2 Feedback Rating

Generally speaking, almost all the programs received, on an average, an overall feedback of +/- 4.5 out of 5.

14.3 Feedback Suggestions

However, some of the specific suggestions that came from the feedback included the following:

- cases used be library and information specific;
- cases be situation specific in the Indian context;
- examples cited, to illustrate the 'concept/technique' application, be more oriented towards library and information world;
- duration of the program be increased;
- more opportunity for sharing experiences among the participants should be provided;
- a proper balance in resource faculty between academics and practitioners not only in the LIS but other area/s (depending upon the theme of the program) be maintained; and
- adequate time, may be beyond regular program hours, may be made available to the participants to facilitate their study of the growth, development and management of the IIML library itself, with specific focus on the area of program.

As stated earlier, all these useful inputs and many more were duly taken note of and needful done as appropriate in the subsequent programs. Some other positive comments were *“very useful programme in the present context”*; *“right step in right direction at right time”*; *“case orientation towards librarianship” very useful*; and so on.

15. Conclusion and Future Course of Action

It is not to submit here that the exercise initiated by IIML has been the only effort of its kind from India to bring in the newer ‘management’ concepts, theories, and approaches to revolutionize the world of librarianship here, but it, certainly, has played the role of a catalyst in changing the mind set (from just possessive and inward looking to optimal use) of not only the professionals engaged in this sector but also of all those who are responsible for building such facilities in the country. When it comes to the domain of ‘Indian Librarianship’ today, all concerned seem to be talking in terms of ‘user delight and not just user satisfaction’, ‘networking, internet, OPACs, consortium initiatives,; and also ‘cost-benefit’ vis-à-vis ‘cost-effectiveness’ as against ‘free service’ when it comes to the question of developing and maintaining such systems and their services.

However, what needs to be done now is that the library at IIML may organize a theme-based workshop series for all the participants of these programs. This may be done to (i) assess the extent of implementation of the knowledge, skill, and experience gained by the participants; and (ii) provide opportunity for the participants to share out-put with the fellow participants as well as the resource faculty. Sharing of both success as well as failure stories will help determine the nature of the program content, design, pedagogy, delivery as well as other essentials for the successful conduct of CPDPs in future.

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**FEEDBACK SUMMARY OF THE PROGRAMME
ON
'QUALITY MANAGEMENT'
CONDUCTED DURING MARCH 22-24, 2004**

A Programme Objectives Achieved: Fully: 80% Partially: 20% Not all all: 0%

B Inputs (Scale - 1: Poor 2: Fair 3: Good 4. Very Good 5. Excellent)

| SI No. | Sessions | 1 | 2 | 3 | 4 | 5 | Count | Avg. |
|----------|--|----------|----------|-----------|-----------|------------|------------|-------------|
| 1 | Background | 0 | 0 | 1 | 7 | 5 | 13 | 4.30 |
| 2 | Total Quality Management (TQM): A Conceptual Framework | 0 | 0 | 0 | 4 | 8 | 12 | 4.66 |
| 3 | TQM in Library and Information Context (LIC) | 0 | 0 | 0 | 6 | 8 | 14 | 4.57 |
| 4 | Project Work | 0 | 0 | 3 | 5 | 5 | 13 | 4.15 |
| 5 | Motivation & Team Building | 0 | 0 | 2 | 5 | 7 | 14 | 4.35 |
| 6 | Service Design Process | 0 | 0 | 0 | 6 | 8 | 14 | 4.57 |
| 7 | Communicating Effectively | 0 | 0 | 1 | 3 | 10 | 14 | 4.64 |
| 8 | Journey to Excellence | 0 | 0 | 1 | 2 | 10 | 13 | 4.69 |
| 9 | TQM in LIC: A Case Study | 0 | 0 | 1 | 5 | 8 | 14 | 4.50 |
| 10 | Action Plan | 0 | 0 | 3 | 5 | 5 | 13 | 4.15 |
| C | Programme Design | | | | | | | |
| 1 | Overall design | 0 | 0 | 2 | 6 | 6 | 14 | 4.28 |
| 2 | Coverage of the theme | 0 | 0 | 0 | 7 | 7 | 14 | 4.50 |
| 3 | Clarity of Concepts | 0 | 0 | 2 | 3 | 9 | 14 | 4.50 |
| 4 | Application of Concepts | 0 | 0 | 2 | 4 | 8 | 14 | 4.42 |
| 5 | Balance between lectures and illustration | 0 | 1 | 0 | 4 | 9 | 14 | 4.50 |
| 6 | Presentation Effectiveness | 0 | 0 | 0 | 4 | 10 | 14 | 4.71 |
| 7 | Faculty Mix | 0 | 0 | 2 | 1 | 11 | 14 | 4.64 |
| 8 | Course Material | 0 | 0 | 1 | 6 | 7 | 14 | 4.42 |
| 9 | Overall Course Coordination | 0 | 0 | 0 | 3 | 10 | 13 | 4.76 |
| 10 | Staff Courtesy | 0 | 0 | 0 | 1 | 13 | 14 | 4.92 |
| 11 | Food & Lodging | 0 | 0 | 2 | 4 | 8 | 14 | 4.42 |
| D | Overall | 0 | 1 | 23 | 91 | 172 | 287 | 4.51 |

**FEEDBACK SUMMARY OF THE PROGRAMME
ON
'INFORMATION TECHNOLOGY'
CONDUCTED DURING SEPTEMBER 27-29, 2004**

A Programme Objectives Achieved: Fully: 89% Partially: 11% Not at all: 0%

B Inputs (Scale – 1: Poor 2: Fair 3: Good 4. Very Good 5. Excellent)

| SI No. | Sessions | 1 | 2 | 3 | 4 | 5 | Count | Avg. |
|----------|--|----------|----------|-----------|------------|------------|------------|-------------|
| 1 | Introductory | 0 | 0 | 1 | 4 | 17 | 22 | 4.72 |
| 2 | IT in LIC | 0 | 0 | 2 | 3 | 17 | 22 | 4.68 |
| 3 | IT Application: A Case Study | 0 | 0 | 2 | 6 | 13 | 21 | 4.28 |
| 4 | Digital Library: RFID Technology | 0 | 3 | 6 | 9 | 3 | 21 | 3.57 |
| 5 | Networking & Internet | 0 | 2 | 3 | 10 | 5 | 20 | 3.75 |
| 6 | Web & the World of Librarianship | 0 | 0 | 0 | 6 | 16 | 22 | 4.72 |
| 7 | IT Lab | 1 | 0 | 2 | 8 | 9 | 20 | 4.20 |
| 8 | Project Work | 0 | 0 | 2 | 6 | 14 | 22 | 4.54 |
| 9 | E-Resources & Consortia Initiatives | 0 | 0 | 0 | 2 | 21 | 23 | 4.91 |
| 10 | Interactive Video Conferencing | 0 | 0 | 0 | 3 | 19 | 22 | 4.86 |
| 11 | Copyright, Policy, User, HRM & Management Issues | 0 | 0 | 2 | 7 | 14 | 23 | 4.52 |
| C | Programme Design | | | | | | | |
| 1 | Overall design | 0 | 0 | 1 | 9 | 13 | 23 | 4.52 |
| 2 | Coverage of the theme | 0 | 0 | 2 | 11 | 10 | 23 | 4.34 |
| 3 | Clarity of Concepts | 0 | 0 | 2 | 9 | 12 | 23 | 4.43 |
| 4 | Application of Concepts | 0 | 0 | 2 | 11 | 7 | 20 | 4.25 |
| 5 | Balance between lectures and illustration | 1 | 0 | 2 | 9 | 10 | 22 | 4.22 |
| 6 | Presentation Effectiveness | 0 | 0 | 1 | 9 | 13 | 23 | 4.52 |
| 7 | Faculty Mix | 1 | 0 | 2 | 9 | 10 | 22 | 4.22 |
| 8 | Course Material | 0 | 1 | 1 | 12 | 9 | 23 | 4.26 |
| 9 | Overall Course Coordination | 0 | 0 | 0 | 5 | 18 | 23 | 4.78 |
| 10 | Staff Courtesy | 0 | 0 | 1 | 5 | 17 | 23 | 4.69 |
| 11 | Food & Lodging | 0 | 0 | 0 | 8 | 15 | 23 | 4.65 |
| D | Overall | 3 | 6 | 34 | 161 | 282 | 486 | 4.46 |

**FEEDBACK SUMMARY OF THE PROGRAMME
ON
'MARKETING'
CONDUCTED DURING NOVEMBER 15-18, 1999**

A Programme Objectives Achieved: Fully: 90% Partially: 10% Not at all: 0%

B Inputs (Scale – 1: Poor 2: Fair 3: Good 4. Very Good 5. Excellent)

| SI No. | Sessions | 1 | 2 | 3 | 4 | 5 | Count | Avg. |
|----------|--|----------|----------|-----------|-----------|------------|------------|-------------|
| 1 | Introductory | 0 | 0 | 1 | 4 | 7 | 12 | 4.50 |
| 2 | Marketing: A Conceptual Framework | 0 | 0 | 2 | 2 | 8 | 12 | 4.50 |
| 3 | Marketing in LIC Context | 0 | 0 | 2 | 1 | 9 | 12 | 4.58 |
| 4 | Services Marketing | 0 | 1 | 1 | 4 | 6 | 12 | 4.25 |
| 5 | Case Method of Teaching | 0 | 2 | 0 | 1 | 8 | 12 | 4 |
| 6 | Marketing Concepts Case: VC | 0 | 3 | 0 | 5 | 4 | 12 | 3.83 |
| 7 | Marketing Mix (MM) Product Offering Segmentation | 0 | 0 | 2 | 4 | 6 | 12 | 4.33 |
| 8 | Marketing Research Information system (MRIS) | 0 | 0 | 0 | 3 | 9 | 12 | 4.75 |
| 9 | MM: Process Physical Evidence | 0 | 0 | 3 | 2 | 7 | 12 | 4.83 |
| 10 | MM: Pricing | 0 | 2 | 0 | 3 | 7 | 12 | 4.25 |
| 11 | MM: Promotion and Distribution | 0 | 0 | 2 | 3 | 7 | 12 | 4.41 |
| 12 | MM: New Product Development | 0 | 1 | 2 | 0 | 9 | 12 | 4.41 |
| 13 | MM: Marketing Strategy | 0 | 0 | 1 | 3 | 8 | 12 | 4.58 |
| C | Programme Design | | | | | | | |
| 1 | Overall design | 0 | 0 | 1 | 1 | 10 | 12 | 4.75 |
| 2 | Coverage of the theme | 0 | 0 | 0 | 1 | 11 | 12 | 4.91 |
| 3 | Clarity of Concepts | 0 | 0 | 2 | 2 | 8 | 12 | 4.5 |
| 4 | Application of Concepts | 0 | 0 | 2 | 1 | 9 | 12 | 4.58 |
| 5 | Balance between lectures and illustration | 0 | 0 | 2 | 3 | 7 | 12 | 4.41 |
| 6 | Presentation Effectiveness | 0 | 0 | 1 | 1 | 10 | 12 | 4.75 |
| 7 | Faculty Mix | 0 | 0 | 0 | 2 | 10 | 12 | 4.83 |
| 8 | Course Material | 0 | 0 | 1 | 1 | 10 | 12 | 4.75 |
| 9 | Overall Course Coordination | 0 | 0 | 0 | 3 | 9 | 12 | 4.75 |
| 10 | Staff Courtesy | 0 | 0 | 1 | 2 | 9 | 12 | 4.66 |
| 11 | Food & Lodging | 0 | 0 | 0 | 3 | 9 | 12 | 4.75 |
| D | Overall | 0 | 9 | 26 | 55 | 197 | 288 | 4.51 |