

ROLE OF SAFEGUARDING THE INDIGENOUS KNOWLEDGE IN THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE (DLIS) IN DIVERSE PERSPECTIVES: A REVIEW OF LITERATURE

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Abstract

Safeguarding indigenous knowledge is an essential and ethical responsibility for Library and Information Science. This discipline plays a crucial role in preserving, promoting, and sharing indigenous knowledge for the benefit of indigenous communities, researchers, and society. Various institutions and organisations around the world are actively involved in this critical endeavour. These institutions work to protect, preserve, and promote indigenous knowledge, as well as to support the rights and well-being of indigenous communities. Such as UNESCO (United Nations Educational, Scientific, and Cultural Organization), WIPO (World Intellectual Property Organization), Indigenous Peoples' Organizations, National and Regional Indigenous Knowledge Centres, Tribal and Indigenous Libraries, Academic and Research Institutions, National Museums and Archives, NGOs and Non-profit Organizations. Indigenous Knowledge (IK) “Indigenous Knowledge is the unique, traditional, and local knowledge existing within and developed around specific conditions of woman and men indigenous to particular geographic area.” This IK is a domain-based knowledge entity when considering the SDGs devised by the UN. Though IK is seen as a global phenomenon, it is mainly in oriental countries and among culture-based communication. In the Sri Lankan scenario, the National Library, Museum Library, National Archive, and several state universities majoring in Peradeniya University Library are safeguarding indigenous knowledge as a local and national library contributing as regional centre for safeguarding IK together with UNESCO. On the other hand, as an academic department, the Department of Library and Information Science is responsible for safeguarding IK focusing on education, sustaining, and promoting perspectives. The principal aim of the paper is to study the role of safeguarding the IK in the Department of Library and Information Science (DLIS), University of Kelaniya, Sri Lanka. The other objectives are to examine how the DLIS contribute to the progress of IK in diverse perspectives, to investigate the issues faced by the DLIS in the process and to identify the future perspectives in safeguarding the IK for future generations. The method adopted was a case study—data was collected using documentary and non-documentary sources.

Keywords: Indigenous Knowledge, Intangible Cultural Heritage, Traditional Knowledge, Knowledge Management, Department of Library and Information Science

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Introduction

Knowledge is “the facts, information, understanding and skills that a person has acquired through experience and education” (Oxford English, n.d.). According to Ranganathan (1967), “Totality of ideas conserved by mankind”. Human beings gather knowledge basically for two purposes such as for survival and development. As well as Knowledge can be divided into two categories,

- Local Knowledge (LK)
- Traditional Knowledge (TK) (The World Bank, 1998).

Local Knowledge is, “concepts, beliefs, and perceptions that people hold about the world around them, including the processes whereby knowledge is generated, stored, applied, and transmitted to others” (The World Bank, 1998). Traditional Knowledge (TK) is, “coming from rural areas; they are isolated from the rest of the world. This knowledge does not interact with other knowledge systems.” TK refers to the knowledge, practices, skills, and innovations that are developed and passed down through generations within a specific culture or community. It is knowledge that has been accumulated and refined over time and is deeply rooted in the traditions, customs, and ways of life of a particular group of people.

Considering these definitions Knowledge is the awareness, understanding, and familiarity with facts, information, skills, and concepts acquired through education, experience, observation, or study. And it encompasses a broad spectrum of information and insights that individuals accumulate over time, allowing them to make informed decisions, solve problems, and navigate the world around them. Knowledge is a fundamental aspect of human cognition and is essential for personal growth, decision-making, innovation, and the advancement of society. It can be categorized into various forms, including theoretical knowledge (facts, theories, principles), practical knowledge (skills, techniques), experiential knowledge (learned through personal experiences), and more. Knowledge is a dynamic and evolving concept, continually expanding as new information becomes available and as individuals learn and adapt.

If focus on key factors of traditional knowledge it is discussing on customs, beliefs and behaviours in a particular group of people. A group of people called indigenous people. Indigenous means, “Groups of people whose social, cultural and economic conditions distinguish them from other sections of the national communities” (United Nation, n.d.). Indigenous people have their knowledge. It is embedded in the human mind through experience and jobs. According to Grenier’s (1998) definition. “Indigenous Knowledge is the unique, traditional, and local knowledge existing within and developed around specific conditions of woman and men indigenous to particular geographic area.”

Furthermore, he defines, Indigenous Knowledge mean a combination of local and traditional knowledge. It describes Art, Craft, Tradition, Culture, Science, Medicine, Agriculture, Myths and Mythologies. These are included in Rural people/ indigenous people, (verbally), palm leaf manuscripts, inscriptions, ruins, and clay tablets (Senarathna et al., 2017). Further, these IK are available as stories, legends, folklore, rituals, songs, and laws (The World Bank, 1998). Indigenous Knowledge is coming as traditional and rural Knowledge through the local people. The extent of indigenous Knowledge is Scientific Knowledge. Methods embodied in indigenous knowledge are competently used in technology and science based on information substantiated by research and conclusions. Then there might be indirect empowerment and development in the rural context of people as well. It is spreading all over the world. By using IK, someone creates and introduces innovations. Because of that, “Increase self-sufficiency” and self-determination. Within this environment, the World Bank in 1998 indicated, a few important factors in the indigenous knowledge. Such as

- Provides problem-solving strategies.
- Improve understanding of local conditions.
- Increase responsiveness to clients.
- For the sustainability of our work
- Reduce poverty.
- Enhance cross-cultural understanding (The World Bank, 1998).

Role and responsibilities of government institutions in safeguarding Indigenous Knowledge with special reference to the Department of Library and Information Science

Government institutions play a crucial role in safeguarding indigenous knowledge, and this responsibility often extends to the Departments of Library and Information Science.

When focusing on how to protect indigenous knowledge, it's called safeguarding indigenous knowledge. Safeguarding means, "Measures taken to extend the life of cultural heritage while strengthening transmission of its significant heritage messages and values. In the domain of cultural property, conservation aims to maintain the physical and cultural characteristics of the object to ensure that its value is not diminished and that it will outlive our limited period (UNESCO, 1998)."

Considering the UNESCO Convention on Safeguarding Indigenous Knowledge, the Sri Lanka National Library safeguards local indigenous knowledge as a regional centre. And the Museum Library and Peradeniya University Library are doing a conservation preservation process for the palm leaf manuscripts collection. National Archives also plays a role when collecting and safeguarding Sri Lankan indigenous knowledge. These major responsible organisations are bound to achieve sustainable safeguards for Sri Lankan indigenous knowledge. Apart from the above significant institutions, as a professional organisation, the Department of Library and Information Science, which builds library science professionals, has focused on safeguarding indigenous knowledge.

Role of the Department of Library and Information Science in Safeguarding Indigenous Knowledge

When considering the establishment of the Department of Library and Information Science it was established in 1973 with the purpose of profession-oriented courses. DLIS conduct undergraduate programs in Library and Information Science, which remains the only Department of study which offers Library and Information Science as a subject for the B.A and B.A (Honors) Degree in the University system of Sri Lanka. At the postgraduate level, DLIS offer a Master of Arts (MA) in Library and Information Science (one year), a Master of Social Sciences (MSSc) in Library and Information Science (two years). Furthermore, the Department conducts M.Phil. and Ph.D. programs. Currently, the Department also implements multiple social service activities in addition to the curriculum courses. The Department of Library and Information Science was established directly to the following Vision and Mission.

Vision – To become a centre of excellence in creation and dissemination of knowledge in Library and Information Science for sustainable development.

Mission – The Department of Library and Information Science strives for excellence in the field of Library and Information Management through innovation, research and dissemination of knowledge and capacity building for the socio-economic development of the nation, Asia and beyond.

When considering the importance of IK, there is one criterion. It is sustainability. The vision of the Department of Library and Information Science (DLIS), they indicates,

1. Creation and dissemination of knowledge.
2. Sustainable development.

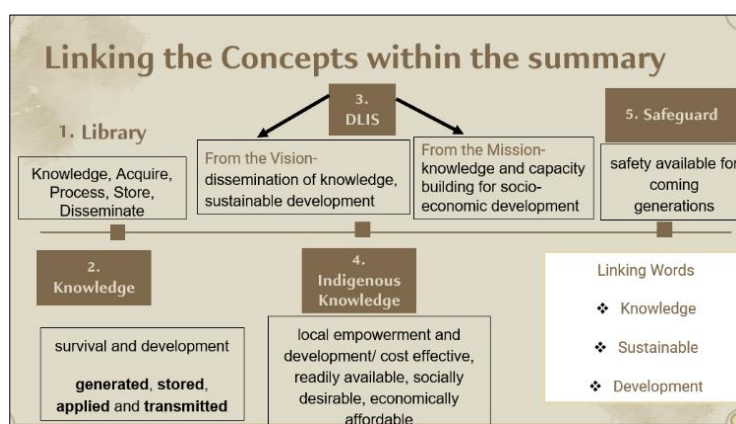
If they hope to achieve their vision according to above criterial, they should protect IK. In the sustainable development concept is used some terms, such as,

- Indigenous technical knowledge,
- Traditional environmental knowledge,
- Rural knowledge,
- Local knowledge and farmer’s or pastoralist’s knowledge.

Figure 01 below is aligned through a conceptual model showing how the Library and Information Science Department is involved in safeguarding indigenous knowledge.

Figure 1

Linkage for the conceptual model of the Department of Library and Information Science in Safeguarding Indigenous Knowledge



Literature Review

Mainly, the literature review mentioned below is aligned with the key terms contained in the conceptual model shown in Figure 01 above. Also, through the literature review, each of these terms is explained, and it has shown the relationship between the Department of Library and Information Science in safeguarding indigenous knowledge.

Estabrook et al. (2023) emphasised that libraries remain responsible for acquiring or providing access to books, periodicals, and other media that meet the educational, recreational, and informational needs of their users. They keep the business, legal, historical, and religious records of a civilisation. According to that, they introduced the library as a cultural storehouse. As well as libraries need to keep records of

civilisations. A library is a place where knowledge is stored and safeguards indigenous knowledge. According to Charles et al. (2021), a library's primary functions include gathering, measuring, assembling, and disseminating reports or data to its users in the community. The academic library is an invaluable repository of human knowledge in the advanced era, a contributor to information development, and a vital link in the advancement of information.

Charles et al. (2021) introduced knowledge as the full utilisation of information and data, coupled with the potential of people's skills, competencies, ideas, intuitions, commitments, and motivations. Knowledge is an intellectual capital when people out of creation, add value to information. Knowledge is showing qualities and behavioural changes, norms, and spirituals of the group of people. Knowledge is a collection of experiences of human beings. The whole of this knowledge represents indigenous knowledge as well.

Magni (2016) refers, to indigenous or traditional knowledge refers to the accumulation of knowledge, including cultural traditions, rituals, beliefs, and methods of local people regarding different fields, which provide a unique identity for them.

Battiste in 2002, mentioned, according to the principles and guidelines for the protection of the heritage of indigenous people, it is a complete knowledge system with its concepts of epistemology, and scientific and logical validity.

There it can be seen that there is a closed relationship between these three concepts, such as Library, Knowledge, and Indigenous Knowledge. But, as previously mentioned, there are major responsibilities to libraries and responsible organizations to safeguard indigenous knowledge for future generations.

According to (UNESCO, 2023) they define the term of safeguarding mean the transferring of knowledge, skills and meaning. Transmission – or communicating heritage from generation to generation – is emphasised in the Convention rather than the production of concrete manifestations such as dances, songs, musical instruments, or crafts.

Considering the Vision and Mission of the Department of Library, the Vision is to become a centre of excellence in the creation and dissemination of knowledge in Library and Information Science for sustainable development. The Mission of the Department of Library and Information Science strives for excellence in the field of Library and Information Management through innovation, research and dissemination of knowledge and capacity building for the socio-economic development of the nation, Asia and beyond. They highlighted in their vision, the dissemination of knowledge in Library and Information Science for sustainable development.

When considering the above two key terms such as safeguarding indigenous knowledge and Department of Library and Information Science, there is a major term raised. It is called “Sustainability”. In this regard, Figure 01-linkage for the conceptual model of the Department of Library and Information Science in safeguarding Indigenous Knowledge mentioned five major key terms as Library, Knowledge, Indigenous Knowledge, Safeguarding, Department of Library and Information Science Vision and Mission. Those are mentioned that indigenous knowledge needs to be safeguarded, and it needs to be used for a sustainable future.

Problem Statement

In the field of Library and Information Science, safeguarding of Indigenous Knowledge pose complex challenges that demand attention and thoughtful solutions. Indigenous Knowledge is deeply rooted in

the cultural, social, and ecological contexts of Indigenous communities. However, due to various factors such as globalisation, cultural assimilation, technological advancements, and lack of legal protection, this knowledge is at risk of erosion, misappropriation, and loss.

The Department of Library and Information Science faces the critical issue of how to collect, organize, manage, and share Indigenous Knowledge while respecting the rights, autonomy, and sovereignty of Indigenous communities ethically and effectively. Based on these, it is a timely manner to identify the role of the DLIS when safeguarding the IK in diverse perspectives.

Research Objectives

By this study attempts to see the role of the safeguarding the IK in the Department of Library and Information Science (DLIS), University of Kelaniya, Sri Lanka. The other objectives are to examine how the DLIS contribute to the progress of IK from diverse perspectives, to investigate the issues faced by the DLIS in the process and to identify the future perspectives in safeguarding the IK for future generations.

Methodology

This literature review examines the previous and existing safeguarding actions undertaken by the Department of Library and Information Science. The Department of Library and Information Science was chosen as the sample of the study. The study used secondary sources such as Statistical reports, Websites, Conference proceedings, Journal articles and Organizational reports to find relevant literature.

Since the literature was extensive offline and online secondary resources were purposively selected. According to key concepts of a conceptual model of the Department of Library and Information Science in safeguarding indigenous knowledge literature explored.

Results & Discussions

Role of the Department for Safeguarding of (Indigenous Knowledge) IK.

The DLIS is doing some key activities to safeguard IK.

1. Coordinating Palm Leaf Manuscripts study and Research Library, Faculty of Social Sciences, University of Kelaniya.
2. Applying preservation and Indigenous knowledge as a subject for the curricula in the Internal Students as well as postgraduate students in the department. (Indigenous Knowledge, safeguard, and preservation of Library Materials)
3. Motivate and empower undergraduate and postgraduate students to do their research based on the safeguard of Indigenous knowledge.
4. Adding the theme of the safeguarding and preserving of Indigenous Knowledge for the International Conference on Library and Information Management doing by the department once every two years.
5. By Conducting Library Development Projects responsible project coordinators represented the department LISC they are doing needed safeguarding process of Indigenous Knowledge.

Coordinating Palm Leaf Manuscripts study and Research Library (PLMSRL), Faculty of Social Sciences, University of Kelaniya.

Figure 2

Index of the Palm Leaf Manuscripts study and Research Library

419	BRV 028	මන්ත්‍ර පොතක්
420	BRV 029	වෙද පොතක්
✓ 421	BRV 030	වෙද පොතක් (ගවු වන සඳහා) ✓
422	BRV 031	වෙද පොතක් (පදන)
423	BRV 032	වෙද පොතක්
424	BRV 033	වින්දනා ගාථා
425	BRV 034	උණව කසාය
426	BRV 035	පෙරමග ලකුණු ✓
427	BRV 036	මන්ත්‍ර පොතක්
428	BRV 037	ගව වෙදකම
429	BRV 038	මන්ත්‍ර සහිත පත් ඉරුවක් (වෙ.ව.ව. ඩිජිටල් ගොනුව.)
430	BRV 039	සංඛ්‍යාල වන්ධනය
431	BRV 040	වෙද පොතක්
432	BRV 041	මන්ත්‍ර පොතක්
433	BRV 042	වෙද පොතක්
434	BRV 043	විස ගාස්තුව ✓
435	BRV 044	වෙද පොතක්
436	BRV 045	මාන්දම් වෙද පොත
437	BRV 046	පිටපත් කර නැත
438	BRV 047	මන්ත්‍ර පොතක්
439	BRV 048	දියවැඩියාවට ප්‍රතිකාර
440	BRV 049	මහා දම් සූත්‍රය
✓ 441	BRV 050	කුන් සරණේ ✓
442	BRV 051	යන්ත්‍ර මන්ත්‍ර පොතක් (සද්දිවිය රාජ මන්ත්‍රය)
443	BRV 052	වෙද පොතක්
444	BRV 053	යන්ත්‍ර මන්ත්‍ර පොතක්
445	BRV 054	අග්නිකේලං කසාය
446	BRV 055	මන්ත්‍රයක් BRV 055.1 නම සුද්ධ කිරීමට
447	BRV 056	බෙහෙත් පොතක්
448	BRV 057	සිවලී යන්ත්‍රය (ගෙවල් ආරක්ෂා මන්ත්‍රය)
449	BRV 058	වෛශ්‍ය මන්ත්‍රයක්

The Palm Leaf Manuscript Study and Research Library, under the Faculty of Social Sciences engaged in digital preservation of manuscript heritage of the country and provide facilities for the scholars to study and research on Palm Leaf Manuscripts. It was declared open 08th December 2010. The main purpose of the PLMSR Library copy write and digitalize and preserve the palm leaf manuscripts. This Research Library is coordinating on of the expert of DLIS. The main purpose of the PLMSRL Library copy write and digitalize and preserve the palm leaf manuscripts. Specially they are going to the acquire palm leaf collection from rural areas. Because some elders and old families have palm leaf collection. In our country our ancestors build their private palm leaf collection to store their generation literature,

literature, secret things, ideas, myths, medicine, chem methods, as well as heirloom. So, after death of elders, according to their last will and testaments, to donate or protect (conserve) this collection. Specially, they use this collection to show their power and improve their image. Barons in ancient Egypt used papyrus collection to show their power. Hence, in this palm leaf collections based on their authority the team of PLMSR library acquire. These collections have more indigenous knowledge. You can see in the above image No. 02.

They have Copied and digitization more than 600,000 manuscript soft copies (digital copies) up to date and preserved 350+ physical manuscripts from island wide donations. PLMSRL is making a space for investigating to next generation about valuable intangible cultural heritage. This is a sustainable attempt.

Applying Conservation and preservation of Indigenous knowledge as a subject for the curricula in the Internal Students as well as postgraduate students in the department. (Indigenous Knowledge, Conservation and Preservation of Library Materials)

Focus on the Table No.01 to Table no.04, The Department of Library and Information Science has included some key areas as course contents regarding indigenous knowledge, safeguarding indigenous knowledge and conservation and preservation process.

As shown in the Table No.01, Diploma in Library and Information Science part one syllabus has included “Conservation and Preservation of Library Materials” in the course content. Within that it will beneficiary to get knowledge how to conserve and preserve indigenous knowledge.

Table 1

Diploma in Library and Information Science – Part one – Part of Syllabus

Diploma in Library and Information Science - Part One		
Course Code	Course Title	Course Content
DLIS 13023	Collection Development and Management	Conservation and preservation of library materials

Table 2

BA (General) Degree program subject curriculars, 2019

BA (GENERAL) DEGREE PROGRAMME		
Course Code	Course Title	Course Content
LISC 12242	Collection development, Processing and Maintenance	Describe conservation and preservation

Same as the Diploma in Library and Information Science part one syllabus in the BA (General) degree program in Library and Information Science has included its course content “Describe conservation and preservation” as the initial level. This should be mentioned, within these degree programs covering such

kind of key areas regarding indigenous knowledge and safeguarding process is a global service when exploring the importance of the indigenous knowledge of Sri Lanka.

Table 3

BA (Special) Degree program subject curriculars, 2019

BA (SPECIAL) DEGREE PROGRAMME		
Course Code	Course Title	Course Content
LISC 21414	Universe of Knowledge	Knowledge management, and Indigenous knowledge with special reference to Sri Lanka
LISC 42422	Record Management, Conservation and Preservation	Book repair and binding , from printed to digital formats , Repaire, Lamination, Encapsulation, De-acidification, Fumigation

Considering the Table 3 BA (Special) degree in Library and Information Science 2019 curriculars, has shown under two course titles. There is “Knowledge management and Indigenous Knowledge with special reference to Sri Lanka” and in the second course code there are Book repair, De-acidification, Fumigation indicated as the course contents. Within the BA (Special) degree the Department of Library and Information is trying to give an attention to the Sri Lankan indigenous knowledge, how to manage it and How to safeguard etc.,

Table 4

MA and MSSc. Degree program subject curriculars, 2019

MA/MSSc DEGREE		
Course Code	Course Title	Course Content
LISC 53065	Research and Issues in Librarianship	Role and issues of organization, preservation and the dissemination of Indigenous knowledge and Intangible Cultural Heritage (ICH) in Sri Lanka.

Apart from these attempts DLIS indicated in their MA and MSSc. Degree program curriculars, following things,

Figure 3

MA and MSSc. Degree program subject curriculars, 2019

(vi). LISC 53065-Research and Issues in Librarianship (For MA program this course or LISC 53075-Dissertation) Learning Outcomes: At the end of this course, students will be able to Design and develop plans, policies, systems, networks and databases in Indigenous and Intangible Cultural Heritage Knowledge Management (ICHKM) in Sri Lanka.

Sources- (Postgraduate-2019, General-2015, Special-2012, Diploma Part-01, Syllabuses)

Finally, Table No.04 and Figure No.03 of MA/MSSc degree in the Library and Information Science science degree program has included “What is the Role and What are the issues of Organization when preserving and disseminating indigenous knowledge. Apart from that in advance under the same course code (LISC-53065- Research and Issues in Librarianship) has indicated at the end of the course, students will be able to design and develop plans, policies, systems, networks and databases in indigenous and intangible cultural heritage knowledge management (ICHKM) in Sri Lanka” as a course objective / Intended Learning Outcome. If summarizing these tables and figures these are shown How DLIS contribute for safeguarding indigenous knowledge in Sri Lanka specially as an academic institution.

This is the main internal attempt to safeguard indigenous knowledge take by the Library and Information Science. They applied their subject curriculars as covered what is the indigenous knowledge, Importance of them, Current usability, what is the conservation, how to conserve indigenous knowledge etc., Not only these attempts but also department has been indicated the main purpose of the revision of their subject curricular is recognize **the Social, Cultural, Economic dimensions of traditional knowledge, information resources and their use.**

And it should be mentioned, the department of library and information science **is supplying subject experts as visiting lecturers for above subject codes.** For example previously, they are hiring Director General of the National Archival department to do the lectures under above LISC-42422-Record Management, conservation, and preservation course code. Now they are hiring assistant conservator and director of the National library and documentation service board.

Motivate and empower undergraduate and postgraduate students to do their research based on the preservation and conservation of Indigenous knowledge.

Empowering students to engage with Indigenous knowledge preservation is a journey that involves continuous learning, empathy, and respect. By providing the necessary resources, guidance, and opportunities, educators can inspire the next generation to become advocates for cultural preservation and respectful research practices. If focus on the below Figure 4, it shows the quantity of research done by the undergraduates regarding indigenous knowledge and these terms. This figure seems to be that Indigenous knowledge and safeguard research practices are steadily decreasing among undergraduate researchers from 2020-2022. The DLIS is making an effort for to improve the research interest in various knowledge and library science aspects within Indigenous knowledge and conservation. That is why they open the path to the library and information science researchers, by conducting an international conference on Library and Information Management (ICLIM) once every two years.

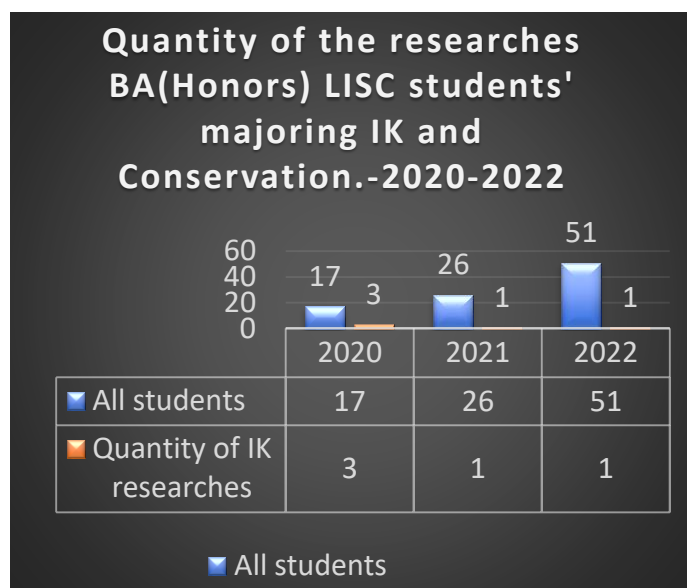
Adding the theme of safeguarding of Indigenous Knowledge for the International Conference on Library and Information Management (ICLIM) done by the department once every two years.

Incorporating the theme of safeguarding Indigenous knowledge into the ICLIM conferences aligns with the broader goals of cultural preservation, ethical research, and global collaboration, ultimately contributing to a more inclusive and responsible approach to information management and cultural heritage.

When focus on figure No. 05 has shown quantity of the research presented to International conference on Library and Information Science from 2017-2021 including indigenous knowledge and relative terms. These statistics these shown the safeguarding of Indigenous knowledge and familiar research interest is slowly decreasing.

Figure 4

Quantity of the research BA(Honors) LISC students' majoring IK and safeguard. -2020-2022-



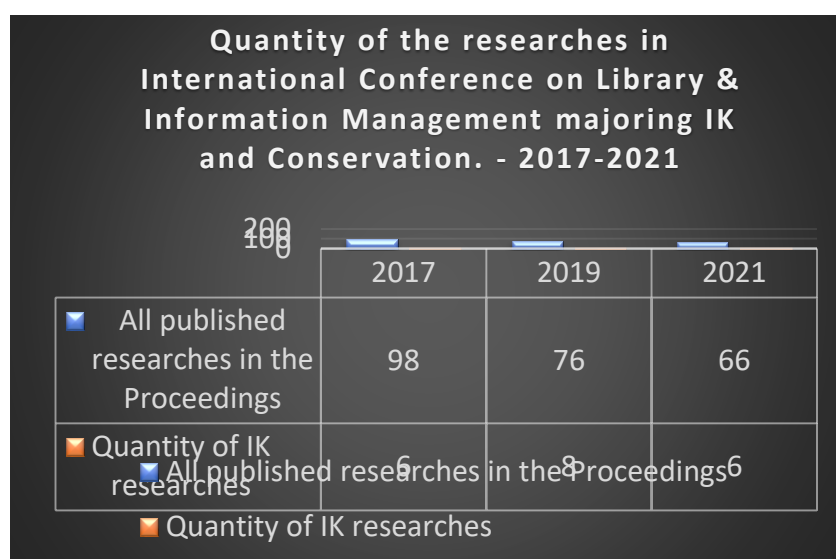
Source- (Students’ Research topic list, 2020, 2021, 2022)

Adding the theme of safeguarding of Indigenous Knowledge for the International Conference on Library and Information Management (ICLIM) done by the department once every two years.

Incorporating the theme of safeguarding Indigenous knowledge into the ICLIM conferences aligns with the broader goals of cultural preservation, ethical research, and global collaboration, ultimately contributing to a more inclusive and responsible approach to information management and cultural heritage.

Figure 5

Quantity of the research in International Conference on Library & Information Management majoring IK and Safeguarding : 2017-2021



Sources- (Conference Proceedings – ICLIM,2017,2019,2021)

When focus on figure No. 05 has shown quantity of the research presented to International conference on Library and Information Science from 2017-2021 including indigenous knowledge and relative terms. These statistics these shown the safeguarding of Indigenous knowledge and familiar research interest is slowly decreasing.

Considering these figures, this must be the time to pay attention for the build research interest regarding safeguard indigenous knowledge within the Sri Lankan researchers as a responsible organization.

By Conducting Library Development Projects responsible project coordinators represented the department LISC they are doing needed safeguarding process of Indigenous Knowledge.

The department of Library and information science is planning to do various kinds of extension/outreach services like projects, workshops. The main objective of these activities to identify what are the needed assistance to relevant libraries and institutions. Based on the request of the libraries and relevant institutions DLIS is ready to give their assistance to safeguard IK.

Conclusions and Recommendations

When consider about the Role of safeguarding the Indigenous Knowledge in the Department of Library and Information Science (DLIS), They had been taken steps to safeguard to Indigenous knowledge as long form and short form objectives. By the attempt that took place by the DLIS Students gain a deeper understanding of diverse cultures, histories, and worldviews through direct engagement with Indigenous knowledge holders. This fosters cultural sensitivity and appreciation. By organizing the conference every two years, the department establishes a tradition that promotes the ongoing conversation and action around safeguarding Indigenous knowledge. Hosting a conference with the theme of safeguarding Indigenous knowledge demonstrates the department's commitment to social responsibility, inclusivity, and cultural respect. Discussions and outcomes from the conference can lead to continued research, projects, and initiatives focused on Indigenous knowledge preservation. The theme promotes cross-cultural dialogue and understanding by providing a platform to discuss Indigenous worldviews, traditions, and knowledge systems. The conference sessions on safeguarding Indigenous knowledge educate participants about ethical research practices, cultural sensitivity, and respectful engagement with Indigenous communities. The theme can inspire undergraduate and postgraduate students to engage in research related to Indigenous knowledge preservation. Coordinating the Palm Leaf Manuscripts Study and Research Library brings together academic, cultural, and societal benefits, contributing to scholarship, cultural preservation, community engagement, and the advancement of knowledge in multiple disciplines. The PLMSRL can engage with local schools and educational institutions to promote awareness and appreciation of palm leaf manuscripts. But the thing is When focusing on the research practice of the undergraduate of the Department of LISC (Library and Information Science) the interest is steadily decreasing about Indigenous knowledge as well as preservation procedure. Hence, can be recommend, should increase of the research practice about the Indigenous Knowledge and safeguard procedure of them. As a responsible organization should inclined students to save the first copy of the historical records via the Indigenous knowledge. As a department of teaching and learning of Indigenous Knowledge and Conservation, should give the support to empower O/L and A/L subject curricular adding Indigenous and Conservation procedure as a subject. It is important to add to University Level. (For an example Specially Library and Information Science, History, Archaeology, and Science Subjects) And must improve Library and Information Science Indigenous Knowledge and Conservation applying Science formulations. Must give national and international level workshops, seminars, training minimum twice per year for students as well as lecturers for preserve Indigenous Knowledge in Sri Lanka.

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