



A STUDY OF SCENARIO OF LIS EDUCATION IN NORTH EAST REGION

Ravindra Singh Mandloi

Research Scholar Sunrise University Alwar

Dr. Golam Ambia

Professor Sunrise University Alwar

ABSTRACT

The role and perception of libraries and information centres continue to change in the 21st century. It is therefore necessary to evaluate the effectiveness of library and information systems in the changing scenario. The changing scenario calls for skills and competencies beyond the daily operational skills. Research under progress shall also contribute a lot in bringing innovative and original ideas for qualitative improvement of library and information science education in India. This research topic undertaken by me paved the way to come across many academic and professional issues confronted by library and information science education in the country and more specifically in the northeast region. Suggestions are made by the senior library and information professional of the country and north east region including my own supervisor so as to bring it before the appropriate national bodies in future as follow up action and implementation. The successful pass out students working in different libraries and different capacities including senior library and information professionals of north east region opined that LIS education should be planned and developed in a more realistic and objective manner. LIS education should not only meet the immediate needs but the future needs.

KEYWORDS: LIS Education, North East Region, library and information systems, academic and professional issues

INTRODUCTION

Library and information science education in north east region begins in the late 1960's. Although there are seven universities in the north east region offering library and information

science course, the study is limited to four universities. Library and information science course was first started by Gauhati University as an evening course in the year 1966. It was a Bachelor Degree course leading to BLibSc and later in the year 1979, one year master's degree course was started leading to MLibSc. The nomenclature of both BLibSc and MLibSc was changed to BLISc and MLISc in 1984 along with renaming of the department as Library and Information Science. From the academic session 2001-2002, two years integrated Master degree programme leading to MLISc was introduced with fully revised syllabus. The second University to start library and information science course was the North Eastern Hill University. It was started in the year 1985 with a two years integrated programme leading to Masters of Library and Information Science. Manipur University was the third university to start the programme in 1986. It was started with a Bachelors Degree of one year duration. Later on the Department introduced one year programme of Masters of Library and Information Science (MLISc) in 2004 with an intake of 6 students. Two Years Integrated MLISc Course was also introduced in the Department from the 2006-2007 academic session. Mizoram University introduced Bachelor of Library and Information Science (BLISc) programme in the year 2002 which was a one-year course. Later on, the university introduced one year Master of Library and Information Science (MLISc) in 2003. From July 2005 the university started two years integrated MLISc course thereby abolishing one year BLISc and one year MLISc. Dibrugarh University, Assam, started one year BLISc programme in the year 2005 and one year MLISc programme in the year 2007. D.S College, Gangtok (Affiliated to Sikkim University) started BLISc course in the year 2008, and Assam University, Silchar is also planning to start 2 years integrated MLISc from 2010 academic session.

Library and information science education in India is presently offered at different levels like Certificate, Diploma, Bachelor's Degree, Master's Degree, M.Phil., Ph. D. The Certificate and Diploma courses are offered at Under Graduate level and from Bachelor's Degree in Library and Information Science (BLIS) to Ph.D are offered by most of the Post-Graduate departments attached to the Universities. University Grants Commission since its inception has been instrumental in formulating Model Curriculum for different disciplines of studies including Library and Information Science. A number of Committees appointed by UGC have submitted their report to UGC namely-

1. Ranganathan Committee on “Library Education” (1960) 2. Kaula Committee on Curriculum Development in LIS Education (1990) 3. Karisiddappa Committee on Curriculum Development in LIS Education (2001). All these reports are aimed at formulating LIS Curriculums at two levels (Bachelor’s and Master’s). Since library and information science at university level are imparting two courses namely BLIS(One year) and MLIS(One year), the latest UGC Model Curriculum (2001) recommends with option that the universities may opt for two years integrated MLIS course after Graduation or one year BLIS and one year MLIS.

Though there are eight states in the north – eastern region including Sikkim, the library and information science courses are being offered by seven universities through regular/ conventional mode. The following table gives the name of the seven universities along with the courses offered by them.

TABLE 1 Name of the Seven Universities in North East Region

<i>Sl.No.</i>	<i>Name of the University</i>	<i>Courses and Duration</i>
1	NEHU, Shillong	MLIS (2 yrs integrated), Ph.D
2	Guwahati University, Guwahati	MLIS (2 yrs integrated) Ph.D
3	Manipur University, Imphal	MLIS (2yrs integrated) Ph.D
4	Mizoram University, Aizawl	MLIS(2 yrs integrated) M.Phil, Ph.D
5	Dibrugarh University (Center for Library & Information Studies)	BLIS - 1 yr (Self financing course)
		MLIS - 1 yr (Self financing course)
6	D.S.College, Gangtok (Affiliated to Sikkim University)	BLIS - 1yr
7	Assam University, Silchar.	MLIS - 2yrs (Under Planning)

REVIEW OF LITERATURE

Fagbe, Abimbola& C., Amanze, & Sunday, Oladipo&Oyenuga, Ebenezer &Adetunji, Oluwatofunmi. (2015). Academic libraries and information centers play important roles as sources of valuable records, which help to meet the information needs of the society. In modern

settings, these centers are often equipped with state of the art information technology (IT) resources in order to facilitate information acquisition, dissemination and access to resources domiciled in remote repositories which were beforehand not possible. To this end, the impact of information technology (IT) in academic libraries in Nigeria in order to meet the scholarly needs of their patrons cannot be overemphasized. Factors that should be considered in setting up fully functional IT compliant libraries include: availability of space, technical know-how, trained IT manpower, funding, and maintenance culture. Having outlined these, the perception to IT resource and availability of adequate training for the eventual users of these resources could also pose significant challenges. Finally, this paper outlines a number of factors that could affect the full implementation of IT services in academic libraries. It is therefore recommended that a research be carried out to determine which of these factors play the most significant roles in transiting a paper based system to a fully automated IT driven academic library.

Bharti, Mukesh. (2019). The National Educational policy 2020 (NEP-2020) has been given by MHRD for the new education system and for the public of the modern nation. NEP-2020 has provided more value to the libraries of all levels, public and academic libraries. The new policy focused on infrastructure, services and the working of the libraries. The new policy also includes Information Communication Technology (ICT) digital, online, unique kinds of facilities and services to all types of readers of the nation.

Tekale, Ramdas. (2019). Today efficiency of library service largely depends upon the information and communication technology (ICT). ICTs present an opportunity to provide value-added information services and access to a wide variety of digital-based information resources to their clients. Further, libraries are also using modern ICTs to automate their core functions, implement efficient and effective library cooperation and resource sharing networks, implement management information systems, develop institutional repositories of digital local content, and digital libraries. The study endeavors to identify various components of ICT which are used or being used in libraries and information centers.

Khan, Rahat. (2021). During the past recent years, there has been tremendous development reaming the concept of digital libraries, the biggest online platform of knowledge that can be stored and retrieved through online networks. Digital libraries are considered as the most complex form of data systems that associate with the digital document preservation, distributed database management, hypertext, filtering, information retrieval, and selective

dissemination of information. This has really overcome geographical barrier offering a wide range of academic, research, and cultural resources with multimedia effects which can be accessed around the world over the distributed networks. The study also highlighted the information on the digital library projects undertaken in countries. This article provides information to the audience on the subject matter in terms of what has been already discovered and explored on the importance of Digital Library and what all can be further explored. The literature pertaining to the studies relating to how digital libraries emerged discussed in this article. The idea is to brief the readers about the concept of library resources shifted into digital libraries with the help of technology and its growth sourced from already existing literature. The contemporary trends reflecting the current state of the library and how it has progressed over time also discussed here.

Goud, Santhosh&Madara, Sahith Reddy. (2017). Library and data science is an exceptionally wide impart, which utilizes an extensive variety of continually advancing examination systems and methods. Bureaucrats have a chance to discover better approaches to coordinate accumulations and administrations to tutee needs and institutional objectives by giving assets and programming in Science, technology, engineering, and mathematics. With the development of worldwide tutee enlistment in universities, client recognition has turned into a territory of creating research in scholastic libraries. So as to serve these tutee's better, colleges will be required to additionally see how scholastic library administrations are at present seen by global students. The inference is that the utilization of Information innovation in Libraries serves to give better presidencies to the end customer and the supply of information is utilized as a part of a superior route for the improvement of scholarly exercises. The main intention of this paper is to present the outcome of data innovation, mobile application, Radio frequency identification, self-check-out kiosk in the scholastic Amity University Dubai library and depicts the effect of this new innovation on present and future instructive administrations and proposes an engineering that augments the advantages for the organization and for the global students.

Modi, Yogesh. (2015). Information Technology (IT) is playing vital role for developing the libraries and information centers. IT refers to anything which is related to computing technology. Presently majority of libraries are facilitating with web OPAC, E-journals, E-books, Repositories, Digitization & Digital Library, etc. This paper depicts the silent features of existing Consortia in India and their pros & cons. Best consortium model that will be suitable for your

organization. Current position and structure of existing Consortia in India. The role of DESIDOC for implementation of E-journals Service (Consortium) to all DRDO labs/ estts. The analysis of data, which is helpful to librarian to select the core subscriptions as and when required.

Enakrire, Rexwhite. (2021). This paper argues that the use of information and communication technologies (ICTs) and library operations has become inevitable to sustain higher education institutions (HEIs). The deteriorating state of educational standards in Africa, amidst other prevalent factors of nonpolicy formulation and implementation; increasing student enrolment; competition among HEIs for academic excellence; poor technological tools for teaching and learning; inadequate skills among professionals (academics and non-academics); and the changing nature of best practices in the teaching profession are all reasons for this. Both qualitative and quantitative research approaches were applied in this study of Delta State, Nigeria IHEs. The qualitative approach made use of interpretive content analysis of documents harvested from the databases of Scopus and Web of Science, while the quantitative approach applied the survey research method through a questionnaire for data collection. The findings revealed that different types of ICTs and library operations were key pillars in the sustainability of higher education institutions in Delta State and that the scientific value of available ICTs and library operations was embedded in transitioning from a traditional to a virtual platform for efficient and effective service delivery, restructuring the library environment, and unending accessibility. The study recommends continuous acquisition of recent digital technological tools to sustain and enhance library operations and quality service delivery in HEIs, since ICTs and library operations are the bedrock of HEIs.

LIS EDUCATION IN GAUHATI UNIVERSITY

The Gauhati University was established in 1948 and the Department of Library Science (then Library Science) was started as evening course in the year 1966 with University Librarian Dr JogeswarSarma as Head of the Department. Gauhati University is the first university of this region and the department is also first one in this region. Firstly in 1966/67, one year Bachelor degree programme leading to BLibSc and later in 1979, one year Master degree programme leading to MLibSc were started in the department. The nomenclature of both BLibSc and MLibSc was changed to BLISc and MLISc in 1984 along with renaming of the department as Library and Information Science. Former librarian of the Gauhati University Dr.JogeswarSarma was the Head of the Department till his retirement (up to 1983) and then Prof. AlakaBuragohain took

over the charge of the Department. From 1984, both BLISc and MLISc courses became full time day courses with revised syllabi. From the academic session 2001-2002, two years integrated Master degree programme leading to MLISc was introduced with fully revised syllabus accommodating new areas in conformity with the UGC-CDC suggestions in LIS. Since 1987 the Ph.D programme is also introduced. Prof. BhadraBora , Prof. NarendraNath Sharma and Prof. N.K.Lahkhar were also Heads of the Department at different times. Prof. R.K.Barman is the present Head of the Department. During its thirty one years of glorious existence, the department has produced good number of LIS professionals and contributed a lot for the development of the LIS profession particularly in the North Eastern India.

LIS EDUCATION IN NORTH EASTERN HILL UNIVERSITY (NEHU)

The Department of Library and Information Sciences was established in 1985 with a new approach to Library and Information Science education in the country. The Department introduced for the first time a two-year integrated programme leading to Master's degree in Library and Information Sciences in the country. The same pattern of education has now been recommended by the UGC under Model Curriculum in Library & Information Science in 2002. Since 1986 nearly 350 students have already got MLISc degree from the Department and seven students have been awarded Ph.D. Some of the students who have passed out are working in many senior positions in the university libraries, college libraries, state libraries R&D, lecturers in the University, etc.

LIS EDUCATION IN MANIPUR UNIVERSITY

Manipur University is located at Canchipur, Imphal, the capital city of Manipur, an Indian state bordering Myanmar. The University campus is spread over an area of 287 areas in the historic Canchipur, the old palace of the kingdom of Manipur. The Langthabal Palace (Konung) was established by Maharaja Gambhir Singh in 1872 (October) A.D. just after the liberation of Manipur from Burmese occupation. Maharaja Gambhir Singh took his last breath in Canchipur. Canchipur is also the birthplace of Dr. Lamabam Kamal, a renowned poet of Manipur.

Manipur University was established on June 5, 1980 under the Manipur University Act. 1980 (Manipur Act 8 of 1980), as a teaching cum-affiliating University at Imphal with territorial jurisdiction over the whole of the state of Manipur was converted into a Central University

w.e.f.13/10/2005. The Manipur University Act No. 54 of 2005 received the assent of the President on 28/12/2005.

The Department of Library and Information Science was established on 2nd April 1986. Professor M.R.Kumbhar, the then University Librarian of the University was its Head. The Bachelor of Library and Information Science (BLISc) programme was started in the Department in the year 1986 in response to the demand for training human resources in the field particularly for the state of Manipur. The Department introduced one year programme of Masters of Library and Information Science (MLISc) in 2004 with an intake of 6 students. Two Year Integrated MLISc Course was also introduced in the Department from the 2006-2007 academic sessions. In addition, the department provided facilities for carrying out research programme leading to Ph.D in the year 1987 under the guidance of Prof. M.R. Kumbhar. Professionals trained by this department have been manning libraries in Schools, Colleges, Universities and Government Departments of Manipur and other parts of the country and in some foreign countries as well.

LIS EDUCATION IN MIZORAM UNIVERSITY

Soon after Mizoram become an independent state in the year 1987, the state witnessed a number of economic, social and educational activities including libraries in the state. These libraries include development of academic libraries (school, college, and university), public libraries and special libraries as well. To add value and importance of libraries to the literate and new literate citizens of the state, the Government of Mizoram also recognized the value of public library service by enacting Mizoram Public Libraries Act in the year 1993. Due to high literacy percentage and the interest of reading habits of the mass population of the state, the libraries are constantly getting recognition from all walks of life. Therefore scientific organization and effective dissemination of library services have necessitated undertaking library and information education in the state.

Mizoram University introduced Bachelor of Library and Information Science (BLIS) in the year 2002 which was a one-year course. In the year 2003, Master of Library and Information Science (MLISc) of one year duration was introduced. From July 2005 department switched over to two years integrated MLISc. The Department also announced Ph. D course w.e.f. July 2005.

DIBRUGARH UNIVERSITY

The Centre for Library and Information Science Studies started BLISc in the year 2005 and MLISc in the year 2007. Both BLISc and MLISc are of one year duration. They are conducted in

the Centre for Library and Information Science Studies (CLISS) attached to Dibrugarh University.

D.S COLLEGE, GANGTOK (AFFILIATED TO SIKKIM UNIVERSITY)

D.S. College, Gangtok, affiliated to Sikkim University which is a Central University started Bachelor of Library and Information Science (BLISc) in the year 2008. It was a one year Post Graduate Course.

ASSAM UNIVERSITY, SILCHAR

Assam University being a Central University started the department of library and information science in the year 2009. Presently, the department has one Associate Professor and two Assistant Professors. The department is contemplating to start two years integrated Master's Degree in Library and Information Science from 2010 academic session. The curriculum and syllabus for the said course is under preparation.

This chapter provided an overview of LIS education in the seven universities of North East Region with a special emphasis on the four universities under study. The following chapter entitled "Professional Competencies Building in the Changing Information Scenario", has focused on the multi skills required for library and information professionals in the changing information and communication scenario.

CONCLUSION

The scholar made a detailed study on different aspects of LIS education in the north east region based on the present trends and developments at national and global level. Based on the feedback received from the respondents, the following suggestions are made for the qualitative improvement of library and information science education in the north east region and national level as well. Suggestions are made by the senior library and information professional of the country and north east region including my own supervisor so as to bring it before the appropriate national bodies in future as follow up action and implementation. The successful pass out students working in different libraries and different capacities including senior library and information professionals of north east region opined that LIS education should be planned and developed in a more realistic and objective manner. LIS education should not only meet the immediate needs but the future needs. The scope and coverage of LIS education should be at par with national and global standard. Respondents also suggested that introduction of Masters course and its syllabus should be based on market survey. The vision of new and already

established departments and mission of the MLIS course should aim at creating appropriate human resource in the country.

REFERENCES

1. Fagbe, Abimbola & C., Amanze, & Sunday, Oladipo & Oyenuga, Ebenezer & Adetunji, Oluwatofunmi. (2015). THE ROLE OF INFORMATION TECHNOLOGY (IT) IN THE ACADEMIC LIBRARY.
2. Bharti, Mukesh. (2019). Role of digital library and information centers in modern education system and research development. *IP Indian Journal of Library Science and Information Technology*. 4. 1-4. 10.18231/j.ijlsit.2019.001.
3. Tekale, Ramdas. (2019). Impact of Information Technology on Academic Libraries.
4. Khan, Rahat. (2021). Importance of Digital Library in Education. *International Journal of Research in Library Science*. 7. 10.26761/IJRLS.7.4.2021.1467.
5. Goud, Santhosh & Madara, Sahith Reddy. (2017). Impact of information technologies on library services in educational institutions. 662-668. 10.1109/ICTUS.2017.8286091.
6. Modi, Yogesh. (2015). Importance of Information Technology for Library Consortia: A Case Study of DRDO E-journals Consortium. 10.13140/RG.2.1.3900.6162.
7. Enakrire, Rexwhite. (2021). USING INFORMATION AND COMMUNICATION TECHNOLOGIES AND LIBRARY OPERATIONS IN SUPPORT OF HIGHER EDUCATION INSTITUTIONS. *Journal of Educators Online*. 18. 10.9743/JEO.2021.18.1.9.