CHAPTER II

UNIVERSITY AND COLLEGE LIBRARIES IN INDIA:
A BRIEF HISTORICAL RETROSPECT

Pre-Independence Period, Post-Independence Period, Development of Library Science Education in India, Dr. S.R. Ranganathan (1892 - 1972)
UNIVERSITY AND COLLEGE LIBRARIES IN INDIA:
A BRIEF HISTORICAL RETROSPECT

A brief survey of the development of university and college libraries has been attempted in this chapter in the hope that this will be of help in obtaining a broader picture and better perspective of the area under investigation.

The present system of higher education in India began with the establishment of the first three universities in India. On 24th January 1857, the bill for setting up of universities in the presidency towns of Calcutta, Bombay and Madras received the assent of the Governor General of British India. For a considerably long period of time they were the only universities which served the whole country. But the last years of the 19th century saw the opening of a number of new universities.

The Universities of Punjab (Lahore) and Allahabad were incorporated in 1882 and 1887 respectively.¹ Six more

¹ University Grants Commission, Report for the year 1978-72 (New Delhi: University Grants Commission, 1979), Appendix IX
universities came into existence between 1916 and 1921. During this period, eminent Indians broke new grounds in establishing teaching and residential universities in different parts of India. For instance, the Banaras Hindu University was founded by Pendit Madan Mohan Malaviya in 1916, and Aligarh Muslim University was established by Sir Syed Abamed Khan in 1921. In the meantime, two princely states namely Mysore and Hyderabad also established their universities in 1916 and 1918 respectively. According to Saini:

After 1921, when education was transferred to Indian control, the development of universities was much faster and during the next 26 years, nine more universities were established, bringing the total to 20 on the eve of the independence in 1947.

Important universities established during this period were Kerala University, Rajasthan University and Punjab University (Chandigarh). After the attainment of independence, however there has been a rapid expansion in the field of higher education in the country. As on 1981, there are 125 universities and 12 deemed universities in India.

---

2 B.S. Saini, Library Organization for Higher Education (Delhi: Ess Ess Publications, 1976), p.4
Pre-Independence Period

The universities established during pre-independence period were conceived on traditional lines. They mostly catered to the needs of a small elite group who depended mostly on verbal instruction for fulfilling their degree requirements. As such they did not find any need for an organised library system in the modern sense of the term. Obviously they were established not as teaching and research institutions, but merely as affiliating and examining bodies. However, various educational commissions and committees appointed from time to time realised the need for broad - basing the system on modern lines. We frequently note that most of these commissions laid stress on the importance of libraries.

Prof. J.S. Sharma, one of the noted authorities in library science in India, describes the early development of university libraries in these words:

In 1882, the Government of India appointed the Hunter Commission with a view to enquire into the working of the then existing system of education. In the report, some stress on libraries in educational institutions was expressly given. The commission felt that the condition of university libraries were hardly creditable.

---

The Indian Universities Commission of 1902 is equally eloquent when discussing the deplorable condition of university libraries. In the words of the Commission:  

The library was little used by graduates and hardly at all by other students and in colleges where the library was inadequate or illarranged, the students had no opportunity of forming the habit of independent and intelligent reading.

The Commission also emphasised the importance of providing reference service in university and college libraries. The Indian University Act which was passed in 1904 contained specific statutory provisions for the universities to establish, equip and maintain university libraries. The affiliated colleges were also required under section 21.1(e) of this act to make provision for a library as condition for affiliation. The provisions of the Act were not, however, strictly implemented.

The University Report on Calcutta Colleges (1910) also commented on the state of college libraries in the following words:  

---

6 Calcutta University, Report on Calcutta Colleges, 1910. As cited by G.L. Trehan, op.cit., p.27
There is no evidence that anything like a proper use is made of libraries. Of many colleges there are no facilities at all for students' reading, at others there are facilities, but no use is made of them, and only very few use the libraries.

The Calcutta University Commission, appointed in 1917, observed that the university and college libraries were quite inadequate to meet the requirements of the academic community. The Commission in its report narrated an incident which reveals the value attached to the library in a college in those days:

In one college the Principal received us in the library. We sat on the only eight chairs the room contained. Books in a few dilapidated almirah surrounded us. While the Principal dwelt upon the inequity of prescribing "Romeo and Juliet", to the pure innocent boys whom he taught, one of the members caught sight of the title of a book in one of the shelves. It was 'More Gal's Gossips' by Pitcher of the Sporting Times. It stood between a strong volume of Hodge's 'Systematic Theology' and a novel by Mr. W. Le Guenex.

In the meantime many new universities and affiliated colleges were established in the country. With the introduction of Montford Reforms in 1920, several new universities came up. They started teaching and research departments. The assumption of these new functions

---

7 Government of India, Report of the Calcutta University Commission, 1917 as cited by G.L. Trehan, op.cit., p.28
APPENDIX IX

THE BIVARIATE FREQUENCY DISTRIBUTION FOR YEARS OF ESTABLISHMENT AND STRENGTH OF BOOK COLLECTION OF THE COLLEGES

<table>
<thead>
<tr>
<th>Years of Establishment</th>
<th>Strength of Book Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 5,000</td>
</tr>
<tr>
<td>Before 1947</td>
<td>0</td>
</tr>
<tr>
<td>1947 - 1957</td>
<td>0</td>
</tr>
<tr>
<td>1957 - 1967</td>
<td>0</td>
</tr>
<tr>
<td>After 1967</td>
<td>5</td>
</tr>
<tr>
<td>f</td>
<td>5</td>
</tr>
</tbody>
</table>

G 18547
effected a change of attitude towards libraries as a matter of necessity.

Nevertheless, the University Committee⁸ appointed in 1938 was constrained to point out that the finances provided to the university libraries were decreasing and hence suggested that larger grants should be made available to the libraries.

On the whole, the conditions of academic libraries during the period before independence were not at all satisfactory. They were considered to be a useless appendage of the general system. They formed just another administrative unit under the direct control of the Registrar or an honorary librarian. Prof. Bashiruddin, an important authority on library science described the condition of libraries in the pre-independence India, thus:⁹

The word library merely implied a collection of books; it did not matter however where it was housed, how the books in the collection were arranged and who administered it, nor was such variety sought in the quality of the book stock. All that the librarian had to do under the circumstances was to keep watch over the wares in his custody and grudgingly leave the chair in order to let a stray reader have the book he wanted to read.

---

⁸ Government of India, Report of the University Committee, 1938 As cited by J.S. Sharma, op.cit., p.181
Post-Independence Period

Growth of academic institutions in free India was very rapid because of the realisation of the importance of a democratic set up. As a result of this, the concept and objectives of higher education underwent radical changes. The new developments obviously influenced the nature and scope of the academic libraries functioning in the universities and affiliated colleges.

Report of the University Education Commission appointed in 1948 under the chairmanship of Dr. S. Radhakrishnan is considered to be a landmark in the development of academic libraries in India. The Commission stressed the crucial role of libraries in higher education and even went to the extent of suggesting the need for educating students in the use of the library. The Commission recommended the open access system in libraries, with adequate provision for reference service. Yet another important recommendation of the Commission was that the libraries be kept open for longer periods. The following observation of the Commission\(^\text{10}\) makes significant reading:

Teaching is a co-operative enterprise. Teachers must have the necessary tools for teaching purposes in the shape of libraries and laboratories and also the right type of students. The library is the heart of all the university's work; directly so as regards its research work, and indirectly as regards its educational work. Scientific research needs a library as well as its laboratories while for humanistic research, the library is both the library and laboratory in one. Training in higher branches of learning and research is mainly a question of learning how to use the tools, and if the library tools are not there, how can the student learn to use them. President Truman's Commission on higher education says: 'The library is second only to the instructional staff in its importance for high quality instruction and research. Both for humanistic and scientific studies a first class library is essential in a university.'

The Commission further observes: 11

We have already indicated that lectures and tutorials must be supplemented by work in the library. The teacher gives the students some guidance as regards supplementary reading. But the reference assistant, if he is properly qualified, will be in touch with the teachers and guide the students to the proper volume and proper page in each volume, which would be helpful to him. These reference assistants can be of help not only to the students but also to the teachers in their special subjects of study.

In 1953, the University Grants Commission was established by the Government of India as suggested by the

11 Government of India, op.cit., p.112
University Education Commission. The U.G.C. was obviously formed with the object of promoting higher education and co-ordinating the different agencies at work. They were also entrusted with the task of maintaining the standards of teaching, examination and research. The U.G.C. became a statutory body in 1956. Ever since its establishment, the U.G.C. has been playing a remarkable role for the development of college and university libraries in the country. The stress given to the libraries by the University Grants Commission can be understood from the terse observation made by Dr. C.D. Deshmukh, the first chairman. According to him: 12 "the students form the body of the university, the administration is the head while the teachers are the soul and the library the heart."

In 1957, the University Grants Commission appointed a Library Committee, under the chairmanship of Dr. S.R. Ranganathan, the most colourful person in the field of library science in India. This Commission was required to advise the U.G.C. on matters relating to the proper functioning and management of university and college libraries in India. On the basis of the recommendations

---

made by the Committee, the U.G.C. provided liberal grants to the universities and colleges for purchase of books and journals, putting up library buildings, for purchase of equipment, appointing of library staff and for setting up text-book banks and study centres. The following are the important recommendations of the Committee:13

(i) The entire finance of a university or a college library should be provided by the U.G.C. and the State Government. For the time being, the U.G.C.'s share may be four-fifth of the total requirement and the share of the State Government may be the remaining one-fifth. The U.G.C. should not withdraw or reduce its grant to a university or a college library because the State Government fails in its obligation and vice-versa. A per capita grant of Rs. 15 per student and Rs. 200 per teacher and research student must be provided by the U.G.C. for reading and kindred materials. There should also be a special initial library grant in the case of a new university/college;

(ii) It should be regarded as improper to call for tenders or competitive quotations for purchase of books in the university and college libraries;

(iii) Safe-guarded open access and provision of ample reference service should be provided by each university and college library;

(iv) Reference librarians should be appointed in sufficient numbers to help the students with sympathy and understanding in the selection of reading materials;

---

13 University Grants Commission, op. cit., pp. 141-150
(v) Books which are worn out and quite out of date should be weeded out once in a year;

(vi) Loss of two volumes for every one thousand volumes issued out is a risk worth taking for getting the books widely used before they go outmoded in thought-content or perish physically; and such a loss should be normally written off by library authorities, unless there is evidence of malpractice on the part of the staff;

(vii) It is not economical to build independent departmental libraries, unless a department is far away from the campus. It will unnecessarily add to the load of responsibility of the head of the department. Even in the case of a department having its own library for reasons of distance or other reasons, all impersonal works such as book-purchase, classification, cataloguing, and binding of books should be left to the care of the central library;

(viii) A post-graduate department of a university may be allowed a permanent loan of up to a maximum of 2,000 volumes that are expected to be frequently needed for the research in progress in the department;

(ix) The status and the salary scale of the library staff should be the same as that of the teaching and research staff. In a large college with an annual book fund of not less than Rs.20,000, the librarian should be in the grade of Reader in the universities with qualifications appropriate to it. In a small college with an annual book fund of less than Rs.20,000 the librarian should be in the grade of a lecturer with the qualifications appropriate to it;

(x) The system of appointing a non-professional person, such as a professor, as honorary librarian should be abolished.

The University Grants Commission organized a Seminar on the topic "From the Publisher to the Reader's Hands : Work-flow in University and College Libraries", 
from 4th to 7th March 1959, at New Delhi with a view to acquainting the professional staff of the university and college libraries with the modern developments in library administration. The following are the important recommendations of the Seminar:"14

(i) Book selection, book purchase and preparation of the books for use should be spread out evenly throughout the year;

(ii) All university and college libraries should provide open access system with the necessary safeguards;

(iii) Book exhibitions be conducted and other forms of public relations pursued as and when opportunity offers itself;

(iv) The library should prepare bibliographies on specific topics and circulate them among the students and teachers;

(v) The specified number of the textbooks should be acquired and released for use by the students. Each library should give orientation courses, by which is meant the imparting of instruction with demonstration to readers, especially freshmen, in the use of the library.

In spite of the liberal grants released by the U.G.C. to universities and colleges, the amount spent by them for books and periodicals were not in any way close to what is desirable. The Kothari Commission on Education 15

14 University Grants Commission, op.cit., pp.198-206
significantly observed in this connection that "it was only in four universities that expenditure on books and periodicals was more than five per cent of the total expenditure. The remaining universities spent less than 5 per cent. Still worse, there were 5 universities which spent even less than 1 per cent of the total budget on their libraries".

The Commission\(^\text{16}\) made the following recommendations to improve the situation:

(i) The library should never be regarded as a conventional but more or less a useless accessory of the institution;

(ii) No new university, college, or department should be set up without taking into account its library needs in terms of books, journals, space and staff etc. Nothing could be more damaging to a growing department than to neglect its library or to give it low priority;

(iii) The object of library planning is not to build a collection of books unrelated to class work, laboratory research and conference room. The object is rather to relate book selection, organization of books, and conditions of the access and library activities to the daily needs and activities of the academic community, both teachers and students;

(iv) The utilisation of library grants should be suitably phased over a plan period. In other words, there should be a regular programme of strengthening of academic departments and the library instead of haphazardly over-feeding them in one year and starving them in the next;

(v) An essential thing about the development plan

\(^{16}\) \textit{ibid.}, pp.287-289
of a university library is to lay down physical rather than financial targets. Even more important is a proper use of books by students and teachers. Lectures should be supplemented by tutorial instruction, and thereafter the students should turn to the library to find for themselves with the help of reference librarians, the relevant material and knowledge needed. More working hours and working days, easy accessibility to books, adequate provision in terms of staff, multiple copies of textbooks which may be loaned to needy students, better display of new reading material, organisation of book-clubs, separate rooms for periodicals, reference books and research works, are some of the measures that would help raise the standard of library service. The reading habit, which is appallingly low, must be toned up in every possible way.

(vi) In addition to having 'departmental' and seminar libraries stocked with a 'working collection of books and journals' the central library should facilitate inter-disciplinary communication and also the work of research scholars in borderline disciplines. This will also be economical in the long run.

Another useful contribution of the Education Commission was to ascertain specific objectives for the college and university libraries. According to the Commission: 17

A collection of books, even a collection of good books, does not constitute a 'library'. Given enthusiastic teachers who teach with books, and librarians who can co-operate with them in converting the library into an intellectual workshop, even a comparatively small collection of sensitively chosen books may work wonders in the life of students. Without such a staff, the most luxurious building or extensive book collection, may have no effect at all. The object of library planning is not to build a

---

17 Government of India, op. cit., p.288
collection of books unrelated to class-work, laboratory research and conference room. The object is rather to relate book selection, organization of the books, conditions of access and all library activities to the daily needs and activities of the academic community, both professors and students. The book selection should be oriented towards supporting instruction and research. The teaching and library staff should determine the titles and copies of books to be purchased and periodically work together to discard obsolete books. Many of these can be replaced with microfilms and micro-cards.

A U.G.C. sponsored Seminar of College Libraries in Rajasthan was organized in Jaipur from 8th to 10th October 1965, with a view to helping the college librarians of the State of Rajasthan to discuss their vital problems and find out feasible solutions for their common difficulties. The Seminar was also intended to develop an awareness in them about the current trends in modern librarianship. This and similar attempts helped the libraries to cater to the developing needs of higher education.

For the first time in the annals of Indian librarianship, the university librarians in the country assembled together in a national seminar to take stock of the situation, prevailing in the area, review the progress made by them and to devise ways and means of solving problems faced by them. The Seminar, jointly sponsored by the University of Rajasthan and the U.G.C.,
was held in Jaipur from 16th to 19th November 1967. This seminar is considered as a landmark in the development of academic libraries in the country.

The conclusions of the seminar were brought out as "Recommendations of the Seminar of University Librarians". These recommendations proved to be of immense value not only to the professional librarians of the country, but also to all those concerned with the operation of higher education. The recommendations assume greater significance since they are drawn from the practical experiences and mature professional judgement of the senior university librarians of the nation. The recommendations which are equally applicable to university as well as college libraries include the following:18

(i) The professional staff of the library be accorded the status and privileges of the corresponding cadres of the teaching staff;

(ii) There should be separate text-book collections for the benefit of teachers and students who can borrow books at a nominal charge for the full academic session;

(iii) Sample stock-taking be done only on a quinquennial basis and the normal loss of books be written off;

(iv) The earlier practice of allotting 20 per cent of the U.G.C. book grants for the appointment of additional temporary library staff etc. be revived; 

(v) The U.G.C. scales of pay for the library staff be implemented by all universities. If it is not done, the U.G.C. may not make financial grants to the libraries of those universities.

A number of other seminars were held subsequently. For example, seminars on 'Education and Libraries', were organised by the American Cultural Centres in Lucknow and Hyderabad during 1968 and 1969 with the objective of creating an awareness on the part of libraries to stretch their services to the needs of educational explosion in this country. In order to get maximum returns from the huge investments made in running a college or a university library, these seminars felt that they should be kept open for longer hours and also on holidays. The idea of enlisting the help of students in keeping the library open for longer hours was also mooted. Other important recommendations of the seminars are the following: 

(i) The library should be centrally located in a college or university campus; 

(ii) The library building should be functionally planned and the librarian should be closely associated with the academic programmes;

---


(iii) The librarian should be put on a par, in respect of status and scale of pay, with the teachers. The U.G.C. recommendations should be implemented in this regard;

(iv) Efforts should be made to promote inter-library co-operation in respect of loans, acquisitions, technical processes, etc.;

(v) Some selected university libraries should be made depositories of State and Central Government publications; and

(vi) In order to promote the use of books, open access, attractive display of reading materials, and other programmes like orientation of freshmen, provision of library guides etc. should be adopted.

A U.G.C. Workshop on "Formulating Standards for College Libraries" was held at Khandala from 5th to 7th March 1979. The recommendations of the Workshop were approved by the U.G.C. Sub-Committee at its meeting held on August 30, 1979. Some of the important recommendations of the Workshop are:

(i) A college library should provide the following library services: lending services, reference and bibliographical services, orientation in the use of library resources, inter library loan service and promotion of library use through extension services and book exhibitions etc.

(ii) A minimum of 4 per cent of the total budget of the institution should be allocated for the college library. 20 per cent of the library budget should be utilized for journals and 80 per cent for books, non-book materials and binding. Items like salaries for library staff, fittings and furniture, library stationary etc. should be part of the general college budget;

(iii) The librarian should be accorded faculty status and he should be directly responsible to the Principal. The practice of appointing a member of the teaching staff as Professor-in-charge of the library should be dispensed with. Instead, a library advisory committee consisting of representatives of teachers and students should be set up. Principal be the chairman and librarian be the convenor of the committee;

(iv) Stock verification does not fulfill the library purpose. Human efforts and the time consumed are not fully justified. However, sample verification may be conducted annually and four books per thousand issued be treated as negligible loss.

(v) Weeding out of obsolete and unusable library materials should be done on a regular basis in consultation with the heads of teaching departments;

(vi) The librarian and library staff should not be held responsible for the loss of books unless gross negligence is proved;

(vii) The college library should have an independent well-equipped modern functional library building;

(viii) A college with an enrolment of 500 students and a library collection of 5000 books should have one librarian, one assistant librarian, two library assistants, one clerk-cum-typist and three library attenders. For an increase of every 500 students in enrolment, one library assistant and two library attenders should be added. Similarly for every addition of 25,000 volumes up to the limit of 80,000 volumes. One library assistant and two library attenders should be appointed. When the strength of students exceeds 2000, an additional staff of one assistant librarian and one library clerk should be appointed.

Several other seminars and conferences organized by the national bodies, such as Indian Library Association, Indian Association of Special Libraries and Information
Centres, and many State bodies have attempted to discuss the various problems connected with university and college libraries and evolved suitable procedures for augmenting the efficiency of libraries in higher education. Many of their discussions and deliberations have been of immense help in organising and restructuring the college library system in India.

Development of Library Science Education in India

The princely state of Baroda has been a pioneer in library education. The first training course in library science was started in 1911 in Baroda. In 1915 the Punjab University at Lahore (now in Pakistan) started a three-month part-time course in library science, and it continued till the partition of India in 1947.

Madras Library Association under the leadership of Dr. S.R. Ranganathan started a certificate course in library science in 1929. Through his initiative and drive, Ranganathan succeeded in making the Madras University start a diploma course in library science in 1931. This was the first full-time training course for library science in the country. Prof. Kaula, president of the Indian Association of Teachers of Library Science narrates the
development of the Madras School in the following words:\textsuperscript{22}

The Madras School has greatly influenced library thought and created library scientists for the first time in our country. In 1937, it was made a post-graduate course. In 1960, it made it a B.Lib.Sc. course. It has also provided for M.Lib.Sc. and doctorate courses.

During the 1940's, several universities started courses in library science on the pattern of Madras course. Diploma course of one year duration was instituted in the Universities of Banaras, Bombay, Calcutta and Delhi in 1941, 1944, 1946 and 1947 respectively.

At the invitation of Sir Maurice Gwyer, the then Vice-Chancellor of Delhi University, Dr. Ranganathan took charge of the Department of Library Science of the University of Delhi in 1947. This University has been the first in the Commonwealth to conduct a master's degree course in library science to be followed by research programmes leading to doctoral degrees.

Prof. Megla, the President of the Indian Library Association, reviewing the progress of library science education in the country during the pre-independence period observes as follows:\textsuperscript{23}

\begin{itemize}
\item \textsuperscript{22} P.N. Kaula, ed., \textit{Library Science Today} (Bombay : Asia Publishing, 1965), p.543
\item \textsuperscript{23} \textit{Hand Book of Library Science Education in India} (Hyderabad : Andhra Pradesh Public Library Association, 1982), p.3
\end{itemize}
After independence the stimulus for the growth and development in libraries and library education in the country has come from the progress in extension of education, scientific research and programmes for socio-economic development. These programmes of national development started in 1951 with the commencement of the first five year plan have already progressed through three decades. As a result of these developments, library and Information Science today is a well recognised discipline of study and research at the post-graduate level in more than 45 universities in the country.

Besides the courses conducted by the universities, a number of professional associations, libraries, polytechnics etc. are also conducting training courses in library science at the undergraduate level. However, the pattern of library science education evolved in the country was not quite suited to the requirements of the new environment that has developed. There was no uniformity in regard to the pattern of papers, admission qualifications, scope of practical training, quality of teaching etc. So, in order to assess the working of library science departments in various universities and to consider the question of improving the standards of teaching and research a review committee, under the chairmanship of Dr. S.R. Ranganathan was appointed by the U.G.C. The following are the major recommendations of this Committee:24

(i) Admissions to the library science courses should be restricted to students who have a good educational background;

(ii) Students must undergo six months apprenticeship in advance in order to make them acquainted with the ordinary routine works involved in the day to day library work;

(iii) The practice of conducting certificate course in library science for training semi-professionals by the universities must be stopped. The universities might conduct only B.Lib.Sc., M.Lib.Sc. and Ph.D. courses;

(iv) The total number of hours devoted to various courses in library science should be equally divided between formal lessons and tutorial work on the one hand and actual practice and observation work on the other, as most of the techniques like book selection, cataloguing, maintenance of accounts, management etc. require an understanding of basic principles and they also involve actual work.

(v) There should be a close co-operation between the library and the department of library science in a university. It would be useful for the teachers of library science to work in the library for short periods and similarly it would be useful for the librarians to maintain an academic interest in the subject by delivering few lectures in the department. However, the practice of appointing part-time teachers drawn from the university library should not be continued.

The discussion on the development of university and college libraries and of library science education in India will not be complete without mentioning the contributions of Dr. S.R. Ranganathan to these fields.
Dr. S.R. Ranganathan (1892-1972)

In the field of library science, there appeared two great men who developed and reformed library science. The one created it, the other reformed it and gave it a different shape. The one was born in the West and the other in the East. They were Dr. Melvil Dewey and Dr. S.R. Ranganathan respectively.

Dr. Ranganathan, the doyen of library science in India was born in Shiyali (Tamil Nadu) on 9th August 1892. He was a genius in the library field. He devoted himself to the cause of librarianship. His contributions are unique and immense. In the words of Sayers, an eminent British professor of library science, who was also teacher of Ranganathan:

Each country in turn seems to produce a distinctively hardworking librarian who is the prototype of his profession. Edward Edwards and James Duff Brown in Great Britain, Dewey in America, Greisel in Germany, de Lisle in France, Paul Outlet in Belgium, are examples which come to mind without any thought of slighting their compatriot librarians. India would probably choose Shiyali Ramamrita Ranganathan born in 1892.

Ranganathan set out with a missionary zeal to reorient the role of libraries in terms of India’s requirements.

---

and the first fruit of his efforts was the "Five Laws of Library Science". This valuable publication is of importance as it constitutes his philosophy of librarianship and it dives deep into the functions of a library as a social institution and their implications. But his great contribution that has revolutionised world thought on library classification and extended his reputation beyond the borders of India is 'Colon Classification'. "It individualises subjects of any degree of intension and arranges subjects in a filiatory order and facilitates the possibilities of translating even the multifocal books of utmost intension. Facet and zone analysis, multi point hospitality and octavisation of digits and provision for optional facets are the unique contributions of Dr. Ranganathan to the philosophy of classification."²⁶

that are significant."27

The library techniques developed by him throw a new vista of light and make the votary of this science look up to him for guidance and elucidation. "The codification of library ideas in the Five Laws of library Science, the Colon Classification, the Classified Catalogue Code, the Chain procedure, the Depth Classification with its potentiality for universal adoption in librarianship and documentation are few of the outstanding achievements of the veteran scholar and abiding moments of his extraordinary abilities and industry."28

Dr. Ranganathan was an outstanding pioneer of library movement in India. His contributions in the field of librarianship and library science are unique and immense. In the words of the late Sir Mauric Gwyer,29 Former Vice-Chancellor of the University of Delhi and Chief Justice of India:

He is the father of Library Science in India and has done more than any other man to make India, as the saying goes, library conscious. His works cover every field of library science and

29 As cited by P.N. Kula, ed., op.cit., p.18
themselves constitute a library. His reputation as a Librarian extends far beyond the borders of his own country, and his opinion and advice are followed in all lands where books and libraries are held in honour.