CHAPTER III

INDIA
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- Land and people, history, government, economic condition, education (school level), and higher education.
- The educational role of library associations and UGC.
- Ranganathan and Library Science Education in India.

1. - LAND AND PEOPLE

1.1- Geographical Environment

India is one of the oldest civilizations with a rich cultural heritage. It occupies a strategic position in Asia. It covers an area of 32,87,263 sq.km. As the seventh largest country in the world, India is bounded by the Great Himalayas in the North, Indian Ocean between the Bay of Bengal on the East and the Arabian Sea on the West. Countries having a common border with India are Afghanistan and Pakistan in the North-West, China, Bhutan and Nepal in the North, Myanmar (Burma) in the East and Bangladesh in the East of West Bengal.\(^1\) (Map No. 2)

The climate of India may be broadly described as tropical monsoon type. India’s climate is affected by two seasonal winds - the North-East monsoon and the South-West monsoon. The South-West monsoon brings most of the rainfall in the country during the year.\(^2\)
1.2 - Population

India's population, as on 1st March 1991 stood at 846.30 million (439.23 million males and 407.07 million females). As the second largest populous country, India is the home of 16 per cent of world's population. The country, however, accounts for 2.42 per cent of the total world area. Bombay metropolis continues to be the most populated city of the country with urban population of 12.60 million, Calcutta taking the second place having 11.02 million. Delhi ranks third with a population (urban) of 8.42 million.\(^3\)

1.3 - States/Union Territories, and districts

India contains twenty five self-governing states, each with a Governor. There are also seven Union Territories, administered by Lieutenant-Governors or Administrators, all of whom are appointed by the President\(^4\). The country has a total number of 466 districts.\(^5\)

1.4 - Language

Although the official language in India is Hindi, but generally the languages can be divided into four groups: Indo-Aryan; Dravidian; Austro-Asiatic and Sino-Tibetan (or Mongoloid). There are 19 major languages included in schedule 8 of the constitution and more than 1000 minor languages and dialects. Of the majors, 13 belong to the Indo-Aryan group. They are Assamese; Bengali; Gujarati; Hindi; Kashmiri; Konkani; Marathi; Nepali; Oriya; Punjabi; Sanskrit; Sindhi and Urdu. Tamil, Telugu, Kannada and Malayalam belong to the Dravidian group.\(^6\) People in the Northern Himalayan region and near the Burmese border speak Sino-Tibetan languages. Some ethnic groups in Eastern India speak Mon-Khmer languages.\(^7\) Apart from this, English is still widely used as a link language in various offices in many states and is a medium of instruction and examination in many universities.

1.5 - Religion

India is a home of many religions. Four of them: Hinduism, Buddhism, Jainism and Sikhism originated in India. Millions of followers of non-Indian religions like Islam, Christianity, Judaism and Zoroastrianism are also living in India.
According to the latest census of 1991, the majority of the people in India are: Hindus, 672.5 million (82.41%); Muslims, 95.2 million (11.67%); Christians 18.9 million (2.32%); Sikhs, 16.3 million (1.99%); Buddhists, 6.3 million (0.77%); and Jains, 3.4 million (0.41%).

1.6 - Calendar and Flag

National Calendar based on the Saka Era with Chaitra as its first month and a normal year of 365 days was adopted from 22nd March, 1957 along with Gregorian Calendar. Dates of the National Calendar have a permanent correspondence with dates of Gregorian calendar: 1st Chaitra falling on 22nd March normally and on 21st March in leap year. At present, Christian Calendar is also being followed in the country.

National flag is a horizontal three colour of deep saffron (Kesari) at the top, white in the middle and dark green at the bottom in equal proportion. In the centre of the white band is a navy blue wheel which represents the Charkha. Its design is that of the wheel which appears on the abacus of the Sarnath Lion Capital of Ashoka.

2 - HISTORY

2.1- Ancient Era

There was a great civilization in India more than five thousand years ago. The earliest civilization that can be dated clearly is that of the Indus Valley, where, between 5,000 and 6,000 years ago, scores of thriving cities and villages developed a distinct culture. About 1500 B.C., Aryan invaders began entering India. They settled down and became merchants or farmers or workers. They vanquished the early settlers and established their own kingdoms. The Aryan civilization flourished during this period.

Different types of people and races invaded India during its long history. First came the Persians, and then the Greeks led by Alexander the Great. About a thousand years ago the Muslims invaded India. They tried to persuade the Indians to change their religions. Gradually, they came to live peacefully with the Hindus. Several hundred years later the Moguls invaded India and they ruled there for more than two hundred years.
About five hundred years ago the Europeans started coming to India as traders to buy spices, silk, gold, etc. England, France and Portugal became influential in India through their trade. From 1746 to 1763 Britain and France fought for possessions in India. Britain won and ruled India for about two hundred years. During this period there were many uprisings against the British, but gradually the Indian princes came to support British rule.\footnote{12}

2.2 - Pre-Independence

The succeeding decades were characterized by significant infrastructural development, but also by a growing cultural gap between Indians and British, exacerbated by Hindu-Muslims. In 1915, during the World War-I, Indian troops supported the British, but even during the war years spirit of nationalism continued to rise.

At the same time, however, passage of the Rowlatt Bill in 1919, which permitted the imprisonment without trial of those suspected of sedition, aroused widespread opposition, led by Mohandas Karam Chand Gandhi, later known as Mahatma Gandhi. He and other Indian nationalist leaders such as Jawaharlal Nehru transformed the Indian National Congress party into a mass movement against British colonial rule. Mahatma Gandhi's policy of non-cooperation with the British swept the country, but in February 1922, alarmed by an outbreak of violence, he called a temporary halt to the mass civil disobedience movement. But the non-violent struggle for independence continued.

When in March 1942, the British equivocated on the issue of Indian self-rule, Mahatma Gandhi demanded immediate British withdrawal, and India refused to support the war against the Axis powers. He gave a call for "Quit India" movement. The victory of the British Labour party in 1945 led to renewed negotiations on independence between Britain and Hindu and Muslim leaders.\footnote{13}

2.3 - Recent history: Post-Independence period (1947 onwards)

The Indian subcontinent finally attained independence on 15th August, 1947. There was partition of the country based on religious majority, and the two countries namely India and Pakistan came into existence. India was based on
Hindu majority and Pakistan was based on Muslim majority. There was widespread violence and communal riots broke out throughout the country. Mahatma Gandhi was assassinated by a Hindu extremist on 30th January, 1948, at Delhi.\textsuperscript{114}

Adoption of a constitution on 26th January 1950 led to the establishment of a parliamentary form of government with Jawaharlal Nehru as the first Prime Minister of India. India’s great size, growing population and fragmented social structure, created by partition and the continuing tension with Pakistan, posed unprecedented problems for development. After Nehru’s death on 27th May, 1964, his successor, Lal Bahadur Shastri was led into a war with Pakistan in August 1965 over the State of Kashmir. The fighting was inconclusive, and the Tashkent agreement of January 1966 restored both sides to their positions prior to war. Although Shastri died on 11th January 1966, his successor, Indira Gandhi (Nehru’s daughter), pledged to honour the Tashkent accord.\textsuperscript{115}

India was again dragged into war with Pakistan in December 1971; the conflict resulted in the dismemberment of Pakistan and the creation of Bangladesh. On 26th June 1975, after a new wave of dissidence against Indira Gandhi and political upheaval in the country, she proclaimed a state of emergency. Although the Supreme Court later upheld her actions, Prime Minister Indira Gandhi’s Congress Party lost the parliamentary elections of March 1977 and was removed from office after nearly 30 years in power. The state of emergency was lifted, and Morarji Desai became Prime Minister again. Mrs. Gandhi’s newly reorganized Congress (I) Party won the elections with an overwhelming majority in January 1980 and she was returned to office.\textsuperscript{116}

In October 1984 Indira Gandhi, the Prime Minister, was assassinated by one of her personal guards. Her son, Rajiv Gandhi was immediately sworn in as Prime Minister. On 21st May 1991, however, Rajiv Gandhi was assassinated by members of the Tamil separatist group, the Liberation Tigers of Tamil.\textsuperscript{117}

P.V. Narasimha Rao, who had been elected as acting President of Congress (I), following Rajiv Gandhi’s assassination, became the Prime Minister. He managed to complete his full term in office in spite of the fact that congress
did not have a clear majority in the Parliament. Next general elections were held in April-May, 1996. The 13 party United Front came to power and H.D. Deve Gowda was sworn in as the Prime Minister of India, on June 1st, 1996. The United Front Government, under Deve Gowda, supported by Congress, continued in office at the centre for about 10 months. Later the Congress agreed to support the United Front Government when I.K. Gujral became Prime Minister on April 21, 1997.\[18]\]

3 - GOVERNMENT

India is a democratic republic. Legislative power is vested in Parliament, consisting of the President, Vice-President and the two Houses. The Council of States (Rajya Sabha) has 245 members, most of whom are indirectly elected by the State Assemblies for six years, the remainder being nominated by the President for six years. The House of the People (Lok Sabha) has 542 elected members, serving for five years. A small number of members of the Lok Sabha may be nominated by the President to represent the Anglo-Indian community, while the 542 members are directly elected by universal adult suffrage in single-member constituencies. The President is the constitutional Head of State, elected for five years by an electoral college comprising of elected members of both the Houses of Parliament and the state legislatures. The President exercises executive powers on the advice of the Council of Ministers, which is responsible to Parliament. The President appoints the Prime Minister and, on the latter's recommendation, other ministers.\[19]\]

4 - ECONOMIC CONDITIONS

India is rich in natural resources and manpower. These resources have, however, not been exploited fully and are capable of better utilisation. Indian economy is still predominantly agricultural. Agriculture has acquired a remarkable resilience in the last decade. About one-third of the national income is derived from agriculture and allied activities employing about two-third of the working force. Since 1947, the national endeavour has been to diversify the economy.\[20]\]

As per the results of Economic Census 1990, there were 25 million enterprises out of which 22.7 million were in the non-agricultural sector.\[21]\
The 8th 5 Year Plan (1992-97) emphasised job creation, and increased rural investment, and aimed at an annual growth of 5.6% of GDP, 3% in employment and a domestic savings rate of 21.6% of GDP.[22]

4.1- Currency

A decimal system of coinage was introduced in 1957. The Indian rupee (INR) is divided into 100 paise. The official exchange rate was abolished on 1st March 1993; the rupee now has a single market exchange rate and is convertible.

In March 1997, Rs. 58.54 = 1 Pound; Rs. 35.88 = US$ 1; and Rs.21.25 = DM 1, was the position.[23]

5 - EDUCATION (SCHOOL LEVEL)

The National system of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years, efforts will be made to move towards an elementary system comprising five years of primary education and three years of upper primary, followed by two years of high school.[24]

The period for the primary education varies from 4 to 5 years and the medium of instruction in most of the cases is the mother tongue of the child or the regional language. The period for the middle stage varies from 2 to 3 years.[25]

Secondary education provides the link between elementary and higher education. It is divided in two sub-stages - secondary (class VIII to class X) and higher secondary (class XI and XII).[26]

6 - HIGHER EDUCATION

Although British rule in India lasted more than a hundred and seventy years, it has left a mark on Indian civilization which may never be wholly eradicated. The educational system of the country was often direct copy of the British model. The Indian people would receive English education, and the
medium used would also be English language. The three universities (Calcutta, Madras and Bombay), all founded in 1857, were at first examining bodies only.\textsuperscript{[27]}

In 1881, the University of the Punjab (now in Pakistan) was set up at Lahore. It was followed by the University of Allahabad in 1887. The Indian Universities Act 1904 was the first step towards reforms.\textsuperscript{[28]} The reforms in Indian higher education led to a rapid expansion in the number of college students.

World War II slowed down the growth of higher education and only four more universities were set up till 1947: Travancore (1937), Utkal (1943), Saugar (1946) and Rajasthan (1947).\textsuperscript{[29]} In independent India, Higher Education was rightly considered to be the major instrument for effecting the modernisation of tradition. The University Grants Commission (UGC) was set up in 1956 through an act of parliament.

The number of universities shot up from 28 in 1950-51 to 221 in 1995, including 29 agriculture universities. The number of colleges increased from 695 to 8210 during the same period.\textsuperscript{[30]} In 1995-96 there were 226 universities in the country. Besides, there are 38 other institutions with deemed university status. Twelve universities, commonly known as Central Universities, are functioning under Acts of parliament.\textsuperscript{[31]}

6.1 - Students

The number of students at the post-secondary level in 1947 was 229,000, while in 1993-94 there were 5,006,575 students in higher education, of whom 4,410,791 were undergraduates and about 870,000 were enrolled in nonformal/distance education/correspondence and continuing education programmes. By the turn of the century, the total enrollment is likely to be seven to eight million and to reach thirteen million by the year 2010. The age group of students in universities and colleges is by and large 17 to 23 years, except in the case of a certain percentage of distance and continuing education students and research scholars.\textsuperscript{[32]}
HISTORICAL DEVELOPMENT OF LIBRARY TRAINING
AND LIBRARY EDUCATION IN INDIA

With the growth in the number of institutions, there has been an increase in the percentage of literacy; the number of persons reaching higher levels of education; and the number of specialists in different subjects.

Information plays a vital role in society. Therefore, a suitable Information System is essential. Such a system requires libraries and information centres to play a dynamic role in the process of educational progress. It is obvious that unless libraries be effectively organised, they will not be in a position to carry out the function satisfactorily. This has created a potential demand for a large number of professional librarians at different levels.

In the context of objectives of education for librarianship, R.F.M Immelman states that the “education” can not be considered in a vacuum, but has to be related to the library development in a particular country. As libraries grow, so the professional preparation of librarians has continuously to be adapted to the realities of the situation.\(^{[33]}\)

While comparing training courses of librarianship with other professional courses, Stenstrom states: “education for librarianship like most professional education is pragmatic in approach.” Patterns are determined by those engaged in the education of the future professional librarians. The educators fit the training to the needs. Education for librarianship is shaped on the simple principles as to what is required of them. Demands on library profession will shape the library education.\(^{[34]}\)

The general objectives of library science training in India as suggested by Mittal are as follows:

I. To enable the trainee to gain competence in his particular discipline so as to fit himself into the context of his society.

II. To prepare the trainee to engage himself more intelligently in the activities of librarianship for discharging present and future needs of the profession in relation to the country’s changing and growing needs and requirements.
III. To equip the trainee with a sum of hope, a spirit of exploration and a fund of zeal and dynamism about his profession and infuse in him a missionary spirit for performing his job.\[35\]

Thus, the objectives should reflect a happy blending of our efforts to fulfill our present and future needs to provide ways and means of advancing the subject of library science as a learned and disciplined profession by including intellectual contents.

Professor P.B. Mangla states: “In librarianship, the past history of India, like that of several other countries in the East, is that of a country having libraries with little emphasis on “Library Service” in the modern sense.”\[36\]

The historical development of training and education for librarianship in India can be studied under two chronological divisions:

I) Pre-Independence period;
II) Post-Independence period.

1 - Pre-Independence (1901 to 1947)

The administrative, economic and educational systems which we find today in India, are, in one sense, inheritance of British models. One main reason of introducing education was to train persons for the government service and it was with this view in mind that the British Government founded in 1857 three universities at Calcutta, Madras and Bombay.\[37\]

The reforms in higher education introduced between 1899 and 1905 by Lord Curzon, the then Viceroy of India, brought a lot of change in the educational pattern. More universities were established and they were granted teaching powers.\[38\] The increasing number of new universities was followed by the creation of academic libraries such as University and college libraries. The establishment of new libraries required trained librarians. So it is no exaggeration to say that professional education for librarians has been closely linked with the growth and development of universities in India at the early of 20th century.
1.1 - In-Service Training

Before any formal library course for training in librarianship in India in 1911, training for library personnel started basically as in-service programme in Calcutta. Imperial Library (Now the National Library) organized an in-service training in library routines with the help of John Macfarlane, (the first librarian of the library) between 1901 - 1906. In subsequent years, the training programme was opened to the staff of other libraries and even to non-librarians.\[^{39}\]

After 1903, the first university libraries had been organized or were in the process of being organized. The first librarian of Imperial Library, Calcutta, Mr. John Macfarlane, who had shifted from British Museum was very familiar with library methodology. He trained the staff of Imperial Library in a nice way, so that they were able to compile and publish catalogues of a considerable number of volumes by 1905.\[^{40}\]

The ‘Imperial Library’, Calcutta, too provided training to librarians outside its town. Extract from 1930-31 annual report provides the evidence. Several requests were received from time to time from persons desirous of receiving training in library work at the Imperial Library.

Two students, one a state scholar from Hyderabad State Library and the other the Assistant Librarian of the Banaras Hindu University, were permitted to study the library work through a three month course, and the necessary training both in theory and practice was given to them.\[^{41}\]

Towards the end of 1930, Dr. D.C. Ganguli, M.A., Ph.D. (London) applied for the same purpose and he was allowed to get the necessary training as a special case.

Due to an increased demand for trained librarians and the desire on the part of some young men to join the profession, after getting the necessary training, it was time that steps were taken to start regular training classes at the Imperial Library.
1.2 - **Formal Library Training**

1.2.1 - **Baroda Library School**

However, the first formal library training in India started in 1911. William Alanson Borden in 1910 had come to Baroda to develop a library system. He himself was trained in library techniques in Boston Athenaeum under the guidance of Charles A. Cutter and Melvil Dewey. He started a library class in March 1911 in the Central Public Library, Baroda. This course was aimed at producing a cadre of semi-professionals to man the newly established libraries in the State of Baroda. William Alanson Borden writes:

"I began by selecting a class of ten men and women and I gave them a thorough training in the theory and practice of librarianship. After they had one year of instruction and another year of practical work in the Central Library, I opened a summer School for town librarians in Baroda city (1913), making the course of five months."[^42]

The practical work covered re-accessioning and re-classifying the books at Palace Library and cataloguing of books at Central Library. The courses were designed to train library staff for central library but some were open to librarians in British India.[^43]

1.2.2 - **Punjab University**

Another attempt towards the library education was made by Punjab University, Lahore (now in Pakistan) in 1915. Professor G.C. Bansal states:

"Outside the USA, Punjab University (at Lahore) was the first University in the world that introduced a regular training course for librarians at the degree level from as early as 1915".[^44]

A more systematic training programme was initiated by another American librarian, Asa Don Dickinson at Punjab University, Lahore. He started a part-time apprenticeship programme in librarianship in 1915.[^45]

The courses which Dickinson set up at the University were on more ambitious lines than those of Borden. The class assembled in the autumn of 1915 at a short notice. Educational qualifications of the first class, comprising thirty students, varied from honours in oriental languages to B.A. and from Matriculation to non-Matriculation.
Dickinson’s curriculum covered the basic subjects of a professional course: 1) Cataloguing and Classification, 2) bibliography, 3) book selection, 4) Library Administration. Dickinson also wrote a small book entitled “the Punjab library primer”, the first text book on library science in India, as a guidance for the librarians and library workers in Punjab.

The University of Punjab continued to hold classes in librarianship after Dickinson’s departure in 1916. After 1916, it was suspended for two years and reintroduced in 1918. In 1921, Lala Labhu Ram, a student of Dickinson, was appointed Assistant Librarian of the University. He increased the number of lectures from twenty five to seventy two.

Since 1928, only graduates were made eligible for admission to the class. In 1933, five M.A.’s and in 1938, four M.A.’s and one M.Sc. took admission. The courses continued until 1947, when it was stopped.

At Punjab University, responsibility for examining the library class till 1946 was with the University Librarian. He/She even used to sign the certificates awarded to successful candidates. But a meeting of library committee was held in Feb., 1946, in which these responsibilities were transferred to the Registrar.

1.2.3 - Madras University

The University of Madras appointed Dr. S.R. Ranganathan as its librarian in 1924. After establishment of the Madras Library Association (MLA) in 1928, S.R. Ranganathan started a certificate course in library science in 1929, in collaboration with the University of Madras.

This programme tried to establish a modern library outlook rather than teach library techniques. During the first three years of the Madras Library Association, the course was open to college and school teachers.

In 1937, the University raised the standard of the course, extended its duration to one academic year. Till 1941, Madras Library School was the only school in the state where post-graduate diploma course was run.
1.2.4 - Andhra University, Waltair

In 1935, influenced by the Library School of Madras University and by its librarian S.R. Ranganathan, Andhra University at Waltair also started a training course on the pattern of Madras University. It was named Diploma Course. The university extended its duration and made it a post-graduate course and became the first Indian University to offer a comprehensive course in library science.[52]

1.2.5 - Imperial Library, Calcutta

After the success of training conducted by Macfarlane between 1901 and 1906, this Library started a training course under the supervision of its librarian, Mr. K.M. Asadullah in 1935. It was a full-time regular diploma in librarianship and continued till 1946.[53]

1.2.6 - Bengal Library Association

In 1935, the Bengal Library Association arranged a "library training camp" at Banaserbia under the leadership of Sri Kumar Munindra Dev Rai Mahasaj[54].

In 1937, it established a regular certificate course which has continued to the present day.[55] The example of the Bengal Library Association was followed by other local Library Associations such as: The Bombay LA, the Delhi LA, the Hyderabad LA, the Maharashtra LA and the Gujarat LA. All began to offer training classes in librarianship.

The first major advance in the area of education for librarianship occurred, when during 1940's a number of leading Indian Universities followed the example of Madras and offered graduate diploma courses in Library Science. The first of these, was Banaras Hindu University which in 1941 offered a certificate course in librarianship which was converted into a one-year graduate diploma course in the following year. Bombay joined these universities in 1944 and Calcutta in 1946.

These new schools according to Ranganathan's view "did not observe the simple principle of demand and supply. Some even began to run evening courses for clerks employed in offices and for persons without any employment.[56]
In 1945, the Madras legacy was carried to Banaras when Ranganathan assumed charge as the university librarian and "professor of library science". In 1946, Ranganathan was invited by Sir Maurice Gwyer, the then Vice-Chancellor of University of Delhi to set up the department of library science which was to be independent of the university library, and was supposed to offer degree courses in library science. So, the Delhi Library School was the first school which became a regular department in 1947, outside the administrative control of the university librarian. Also it became the first school to offer a degree and research course in library science. Thus the school which was established by Ranganathan offered the following programmes:

I. One year Post-Bachelor’s course leading to Diploma in Library Science.
II. One year Post-Diploma course leading to the M.Lib.Sc. degree.
III. Research course of two or more years duration leading to the Doctorate.

As a result, on the eve of independence, six universities had provision for diploma course in library science of one-year duration. Andhra (1935), Madras (1937), Banaras Hindu University (1942), Bombay (1944), Calcutta (1945) and Delhi (1946).

These library science programmes which were conducted by universities continued till the partition of India in 1947 and quite a large number of students received library training. Some of them were holding responsible positions in the pre-partition India.

At that time, in spite of all developments, library education was not limited to universities only. Library Associations used to take care of the problems of professional education in the country. At the Second All India Library Conference, Lucknow (1935), issue of standards for library training was taken up. A suggestion was made that standard syllabus should be specified. Based on that, a nine months course was proposed by Sant Ram Bhatia.

In 1939, Government of Assam, organized a short course of twelve lectures consisting of classification, cataloguing and library routines at the Teachers' Training College.
The responsibility for the training at semi-professional level had been left to the professional associations at the national and state levels until 1947, when India became independent.

2 - POST-INDEPENDENCE PERIOD: 1947 TO 1996

At the time of India's independence, there were only six universities which conducted training in library science. However, the problem of liquidating illiteracy in India was given very serious attention after independence and librarianship came to be recognised as one of the important instruments for the spread of literacy. Aligarh Muslim University was the first Indian University in the Post-Independence era which started certificate course in Library Science in 1951. It was followed by the Maharaja Sayaji Gaekwad University, Baroda, and Nagpur University, as both of the universities started Diploma Course in 1956.1601

"Prior to the partition of India, Punjab University Library was situated at Lahore, which was famous for its rich collection and facilities for training in librarianship. Consequent upon the partition of the country, the State of Punjab was divided into two parts, West Punjab (Pakistan) and East Punjab (India)".1611 With the progress and extension of education, scientific research and programmes of socio-economic development after independence, there was rapid growth and development of libraries and library education in India. There has been vast expansion in education at the university and pre-university levels. This created a great demand for libraries of all types: academic, special and public, manned by properly qualified and trained library personnel. To provide for this demand there has been a spurt in the number of library schools started by Indian Universities during the post-Independence period.

After independence, the progress of Delhi Library School was quite reassuring. Based on a two year's course including the Diploma at its first year in 1949, two graduates received the B.Lib.Sc. degree. In 1949, the M.Lib.Sc. course was introduced. First degree was received by three candidates in 1951.622

In 1952-53, two students joined the school's Doctoral programme. Later on, one dropped and only one candidate received his Doctorate in 1957. Aligarh
Muslim University had only a certificate course of 4 month’s duration. In 1958, it added a Bachelor’s Degree Course to its programme.\textsuperscript{[63]}

In 1956, an important development took place at Madras, Ranganathan donated his life’s earning of Rs. 1,00,000/- to establish the Sarada Ranganathan Chair of Library Science at the University of Madras.\textsuperscript{[64]} Then, in 1959, it created a separate department with several posts: one professor, one reader and two lecturers. A Post-Graduate Course leading to the University Diploma was started by the Universities of Baroda and Nagpur in 1956 and also by the Universities at Poona and Ujjain (Vikram University) in 1958.\textsuperscript{[65]}

The University Grants Commission (UGC) which was set up in 1956, appointed a Library Committee in 1957 under the chairmanship of Dr. S.R. Ranganathan. The committee submitted its report in 1959 and was accepted by UGC. These recommendations formed the basis of development of academic librarianship in India, thereafter.

In 1960, a Post-graduate Diploma Course in Library Science was introduced at the Osmania University, Hyderabad and the Panjab University, Chandigarh. These two universities changed their programmes to B.Lib.Sc. degree in 1965 and 1968, respectively.

In 1961, U.G.C. appointed a Review Committee under the chairmanship of S.R. Ranganathan to review the standards of teaching and research in Library Science and to determine the various types of academic courses in the universities. Its recommendations led to further expansion of Library Science Schools in India.\textsuperscript{[66]}

During 1964 - 66, name of University Diploma, given earlier by the Universities of Vikram, Baroda, Poona, and Nagpur, was changed to that of B.Lib. Sc. degree.

However, while no new department of Library and Information Science was established between 1948 and 1955, six departments came into existence between 1956 and 1959. In the 1960’s, 19 departments were established whereas 20 such departments came up during 1970s.\textsuperscript{[67]}
Library training and library science education in India is about 90 years old (the latest position will be discussed in the next chapter). Library and Information Science, in modern times, is undergoing significant changes in outlook, in functions, in range and type of services, and in methods and techniques. These changes in library science and the societal conditions have materially effected the scope and nature of library education. During the years 1980-96, we witnessed a new situation arising in India about the changing trends in library education. Some factors responsible for this change are as follows:

i) Information Science

During this period (1980-96), traditional librarianship has been facing a great challenge. Development in science and technology, information explosion, and new methods that have emerged to deal with the increasing amount of information, have forced the libraries to change its procedure and methodology. In fact, Library Science is being replaced by Information Science an emerging discipline which has started crossing the boundaries of almost all disciplines. This change had to be reflected in the curriculum of Library and Information Science Education.

ii) Computer Application

Invention and proliferation of computers over the passage of time has also created new advantages for libraries. Use of computer has revolutionised all the activities of libraries and information centres.

Library and information science is a dynamic and inter-disciplinary area of study, involving many diverse subjects such as management studies, computer science, communication studies, etc. Among the various subjects, computer science has a great impact on library, information system and services. Advances in computer and communication technology, have greatly increased our capacity for creating extensive information systems and services to meet a wide range of users needs. [68]
So, an efficient knowledge in computers has, therefore, become necessary for LIS students and schools. This naturally has called for a revision of the curriculum being followed in such schools.

iii) **Library Science Literature**

Sweeping and rapid changes and developments in the field of libraries and information centres lead to the proliferation of literature on the subject. During this period, a huge amount of literature in the form of articles, journals and books reflecting views and reaction of the people in the field started pouring in.

The need for an exchange of views among library and information scientists was felt greatly. A number of conferences/ seminars/ workshops, etc. were sponsored by various agencies like ILA, DRTC, UGC, etc. This paved the way for new developments and changes. Yet much remains to be done for the improvement of curricula, selection and admission of students, methods of teaching and evaluation, research potentials, etc.

**State-wise distribution of LIS Departments**

In 1995, there were 216 universities in India. Out of these, 63 universities offered LIS programmes (this number is not inclusive of colleges, Polytechnics, and open universities). The state-wise distribution of the universities is given here under in Table-B.\textsuperscript{[69]}

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>States/ Union Territories</th>
<th>No. of LIS Depts.</th>
<th>Sr. No.</th>
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<tr>
<td>1.</td>
<td>Andhra Pradesh</td>
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<td>3.</td>
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<td>Manipur</td>
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<tr>
<td>4.</td>
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<td>14.</td>
<td>Meghalaya</td>
<td>1</td>
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<tr>
<td>5.</td>
<td>Delhi (U.T.)</td>
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<td>15.</td>
<td>Orissa</td>
<td>2</td>
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<tr>
<td>7.</td>
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<td>Rajasthan</td>
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<td>Kerala</td>
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<td>20.</td>
<td>West Bengal</td>
<td>5</td>
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</tbody>
</table>

117
Areas of Discussion

Curricula of LIS programmes in India have not been based on a unified pattern. The course content, papers, duration and examination system are not similar in different states. Even, sometimes they are different within a state.

The vast expansion of LIS education in India has naturally raised numerous problems. Some of the vital areas of concern are:

1. Levels of LIS education
2. Admission requirements
3. Curriculum
4. Teachers
5. Student characteristics
6. System of Examination
7. Accreditation
8. LIS Programmes through distance education

1 - LIS education at university levels

1.1 - Programmes

At present, Library and Information Science Education (LIS) in India is being imparted at the following levels:

1.1.1 - Bachelor Degree in LIS (B.Lib.Sc./B.L.I.Sc.).
1.1.2 - Master's Degree in LIS (M.Lib.Sc./M.L.I.Sc.).
1.1.3 - Master of Philosophy (M.Phil).
1.1.4 - Doctor of Philosophy (Ph.D.).

R.P. Kumar stated that: in 1995, there were about 85 centres of higher education offering LIS programmes at B.Lib. Sc. Level, about 50 centres were engaged in M.Lib. Sc. programme, 5 in M.Phil., and 32 centres in Ph.D. programme. He also estimated that about 4000 B.Lib.Sc. graduates and 1000 M.Lib.Sc. graduates will be produced in India, annually.¹⁷⁰

1.1.1 - Bachelor's Degree in LIS (B.Lib.Sc./B.L.I.Sc.)

This programme was first established at Andhra University (Waltair) in the academic year 1935-36, followed by Banaras Hindu University (1942); University of Mumbai (1943); University of Calcutta (1945); and University of Delhi (1947). So by 1947 five universities were offering library education leading to Diploma in Library Science.
During 1936-57, the first post-graduate degree in library science was known as Diploma in Library Science, till Aligarh Muslim University changed its nomenclature to Bachelor of Library Science (B.Lib.Sc.) in 1958.[71]

In 1980s, it was evident that Information System was multi-functional. In such a situation, the need was to understand the application of information and communication technology. Further, because of expansion of library services and the role of information systems in the libraries, the course was renamed by some of the universities as "Bachelor of Library and Information Science (B.L.I.Sc.)", which is continued to date.

Most of the University departments today are offering B.L.I.Sc. course, though in some Universities still they are calling it as B.Lib.Sc. course (i.e. Panjab University; University of Mumbai; University of Delhi, etc.). Presently, there are 78 institutions in India offering B.Lib.Sc./B.L.I.Sc. programme.[72]

The duration of the B.Lib.Sc. course is usually one academic year. Several universities have introduced the semester system. In this system each academic year is divided into two semesters and examination is held at the end of each semester.

The B.Lib.Sc. programme prepares the bulk of professional librarians. The main objectives of this programme as viewed by the U.G.C. Review Committee Report (1965) are as follows:

i. To give the student an understanding of the basic principles and fundamental laws of library science.

ii. To enable the student to understand and appreciate the functions and purposes of library in the changing social and academic set up of the society.

iii. To train the student in the techniques of librarianship and management of libraries.[73]

1.1.2 - Master’s Degree in LIS (M.Lib.Sc./M.L.I.Sc.)

This programme as an advanced training in librarianship, was first established at University of Delhi in 1948 by Dr. S.R. Ranganathan. In the year 1965, Banaras Hindu University, Varanasi started this course. It was followed by
University of Mumbai in 1967, and Panjab University, Chandigarh in 1970. Vikram and Karnataka Universities introduced M.Lib.Sc. in 1971. Even since then a number of universities have started this course. Today about 40 universities are offering this programme.

Like B.Lib.Sc., the minimum duration of the M.Lib.Sc. course is also one academic year. One can join M.Lib.Sc. only after obtaining the degree of B.Lib.Sc.

Although the introduction of a two year integrated M.Lib.Sc. course has been long under consideration, only a few universities have started it so far. Some of these are: University of Madras (Madras), North Eastern Hill University (Shillong), and Mangalore University (Mangalore), University of Calcutta (Calcutta), Sri Venketaswara University (Tirupati),...[74]

The 1965, UGS Review Committee Reports states, the main objectives of this course as follows:

I. To acquaint the student with:
   a) The organisation and development of the universe of knowledge.
   b) Research organisation and research methods.

II. To give the student specialised knowledge in respect of:
   a) Kinds of reading kindred materials, and documentation lists.
   b) Different types of libraries.

III. To make the student, proficient in:
   a) Advanced library techniques in the methodology of documentation;
   b) Advanced management and administration of selected types of libraries.[75]

1.1.3 - Master of Philosophy in LIS (M.Phil)

With the recommendation of UGC, M.Phil programme was initiated in various disciplines in a few universities. For the first time in India, this programme was introduced by the University of Delhi in July, 1978. Today more than 7 universities are offering the course. Minimum duration of the course is one year, and one can join the course only after M.Lib.Sc. Gulbarga University (Gulbarga), was the second university to introduce the course. Other universities that
followed were: Sri Venkateswara University (Tirupati); and Sri Krishnadevaraya University (Anantapura).\[76\]

The general objectives for this course are:

I. To make the student proficient in the methods and techniques of research and their application to problems in library science and service.

II. To give, the student specialized knowledge in selected areas of library science.

III. To train the student for doing further research work leading to a Ph.D. or other research degree.\[77\]

1.1.4 - Doctor of Philosophy in LIS (Ph.D)

The Ph.D. programme in Library Science was first established at the University of Delhi in 1948. 1970s marked the beginning of research programme at several universities. University of Mumbai was the second University to introduce this programme in 1971. After Delhi and Mumbai, Panjab University (Chandigarh) was the third university to introduce this programme in the country. Till 1986, the University of Delhi had produced two Ph.Ds in Library Science, while the University of Mumbai had produced none. Panjab University produced eleven between 1976 and 1986.\[78\]

This programme in all the LIS Departments in India is based on research in library problems only and no course work is prescribed. The minimum academic qualification for admission is a master’s degree in library science and success in viva-voce test. A Ph.D. student has to work usually for a minimum of 2-3 years before he can submit his thesis. UGC records the following objectives for Ph.D. in Library Science:

"The main objective of this degree is to guide the student in doing research in an area of library science in order to train him in the methods of research and to make him write a thesis under supervision".\[79\]

2 - Admission requirements

While admission is usually decided on the basis of academic merit, certain library schools have in addition a system of admission test and/or interviews for
this purpose. Some library schools even ask for prior library experience as an essential condition. Candidates seeking admission to the B.Lib.Sc. course must have passed at least a Bachelor's Degree examination under (10+2+3) pattern of education with a minimum of 50% marks.

For admission to the Master's course, besides a good B.Lib.Sc. degree (generally with at least 50% marks), an admission test is usually prescribed by most of the library schools. A few library schools also prescribe 1-2 years professional experience as an essential requirement for admission to Master's degree course. Admission to the M.Phil and Ph.D programmes is usually decided on the basis of academic merit. There is no admission test for Ph.D. programme.

3 - Curriculum

The curriculum for B.Lib.Sc. and M.Lib.Sc. are largely based on the recommendations of the UGC Review Committee on Library Science in Indian Universities, 1965. The scheme of subjects recommended by the Committee was covered in one way or the other in all the library science courses, though there are variations among library schools with an emphasis on number of lectures and practicals for each of the subjects, marks allotted for evaluation, methods of teaching used and inclusion of some additional subjects.

The scheme of papers for Bachelor of Library Science courses which were recommended by UGC in 1965 were as follows: Library organization; Library administration; Physical bibliography and book selection; document bibliography and reference service; Library classification (theory and practical); library cataloguing (theory and practical); record of practical work.

In 1976, Professor G.C. Bansal stated that "some of the papers are superfluous and these can be safely dropped without doing any damage. Besides, the papers which would be left in the existing courses after dropping the irrelevant papers, the following scheme of papers is suggested by him in the courses of B.Lib.Sc.: Sociology of Librarianship; Administration and Management of Libraries; Reference Service and Information sources; Library Correspondence; Apprenticeship."
Certain changes and modifications have been made in the recommended papers by restructuring the contents, scope and allocation of marks by several library schools.

The core papers which are in vogue for the last 20 years at B.Lib.Sc. and M.Lib.Sc. in the Departments of Library and Information Science in India are listed as below:

3.1 - **Curriculum for B.Lib.Sc. programme**

1. Library and Society.
2. Reference sources and services.
3. Library classification (Theory)
4. Library classification (Practicals) (CC and DDC).
5. Library and Information Management.
6. Bibliographic organization and control.
7. Library cataloguing (Theory).
8. Library cataloguing (Practical AACR2 & CCC).[83]

3.2 - **Curriculum for M.Lib.Sc. programme**

1. Universe of knowledge and research methodology.
3. Depth Classification & advanced cataloguing (Theory)
4. Depth classification and advanced cataloguing (Practical) (UDC and AACR2: CC and CCC)
5. Special Library System.
6. Information Systems and Programmes.
7. Indexing, Abstracting and Reprography.
8. Computer Application in Libraries.[84]

The above scheme in M.Lib.Sc. has been generally modified in library schools in the country during the past 10-15 years. Several new areas included as either compulsory or optional papers are: System analysis; Statistical methods; Computer application in library and information services; Library networks; Information storage and retrieval techniques; Research methods; Information science. Dissertation is not compulsory for this programme in all schools.[85]
3.3 - Curriculum for M.Phil Programme

“The course contents of the M.Phil programme at University of Delhi is as follows.\[86\]

**Part I:** Course work in papers such as: Research methods; Library planning and management, and one of the following: a) University and College library system. b) Research and technical library system. c) Public library system. d) Information processing and organization. e) Information transfer; f) Comparative librarianship. g) Education for library and information science.

**Part II: Dissertation**

The above pattern is based on the overall pattern followed for M.Phil. courses in other subjects of the University of Delhi. This pattern has been recommended by the UGC and is being followed in other library schools also with minor modifications within the overall framework of the concerned university.

3.4 - Ph.D Programme

The Ph.D. programme in LIS is generally governed by the overall rules and regulations of the university concerned as applicable to other subjects. The Ph.D. programme in all the LIS Departments in India is based on research in library problems only. No course work is prescribed.

3.5 - Development in Curriculum Change

In 1980’s UGC realised the urgent need of the revision of syllabi of different courses in higher education. UGC set up Curriculum Development Centres (CDC’s) in various subjects including a Curriculum Development Committee for library science under the chairmanship of Prof. P.N. Kaula. The report was submitted to the UGC in 1992 and it is an important document for the LIS education in India. For the first time, the report has suggested at the B.Lib.Sc. level a complete paper on Computer Application in addition to core and elective papers.\[87\] However, the report was not received well in the profession. As such, it has not be adopted by an overwhelming majority of schools.
4 - Teachers

Till the late 1950s the teaching faculty in majority of library schools consisted of part-time teachers usually drawn from their respective university and other libraries. The university librarian invariably functioned as head of the department. The need for full-time teachers was duly recognised by the U.G.C. Review Committee (1965).

The first national "Workshop on Methods of teaching and evaluation in Library Science" was held in Delhi from May 15 to 30, 1973. It was sponsored by the University Grants Commission, and was organised by the Department of Library Science, University of Delhi, on its own premises.\(^{88}\)

This aspect was again discussed by the U.G.C. panel on library and information science which in 1982 recommended that: "A university department of library science/library and information science ... should have adequate full-time teaching staff and also a full-time head."\(^{89}\)

"There is vast variation in the provision of the teaching staff in the different LIS schools in the country. In most of them, the position in this respect is far from satisfactory. Some library schools are managed by just one full-time teacher perhaps supplemented by part-time teachers drawn from the university library or other libraries."\(^{90}\)

As Professor P.B. Mangla stated in 1994: "The total number of full-time teachers in the library schools was estimated at around 255, with about 20 professors, 85 readers and 150 lecturers.\(^{91}\)

4.1 - Teacher - Student Ratio

According to the U.G.C. Panel on LIS,"a library school conducting B.Lib.Sc. course should have a minimum of one professor, one reader and three lecturers and a library school conducting both Bachelor’s and Master’s Programmes should have one professor, two readers, and five lecturers. Library schools which enroll students for M.Phil and Ph.D. degrees would calculate additional staff requirements by taking into account factors such as specialisation of courses offered, inter-disciplinary nature of research areas, etc." The UGC has
suggested that "the teacher-student ratio may be 1:10 for the Bachelor’s level courses and 1:5 for the Master’s level."\(^{[92]}\)

As Professor G.C. Bansal states: "The Workshops on methods of teaching and evaluation in Library Science, Delhi, 1973 which was sponsored by the UGC, also recommended the following minimum faculty members, for a department with a maximum student strength of 40 and 15 in B.Lib.Sc., and M.Lib.Sc. classes respectively"

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<tr>
<td>Professors</td>
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<td>Readers</td>
<td>1</td>
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<tr>
<td>Lecturers</td>
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</table>

For additional number of students exceeding 40 and 15 in B.Lib.Sc and M.Lib.Sc. classes respectively, one additional teacher for every ten or a fraction thereof and five or a fraction thereof, for B.Lib.Sc. and M.Lib.Sc. respectively, may be provided. This ratio between the number of teachers and the students is also based on the recommendations of UGC Review Committee.\(^{[93]}\)

An analysis of the data collected from 35 universities in 1989, showed that out of 215 LIS teachers, 125 (58.13%) were full-time and 90 (41.81%) were part-time. The number of students who were studying for B.Lib.Sc. was 1316 and M.Lib.Sc. was 203. Thus a total of 1519 students and 215 teachers were taken as the basis of estimation of teacher-student ratio. Based on the above data, the teacher-student ratio in the Indian library science schools was 1:7. But the ratio of full-time teachers and students was only 1:12. In this estimate, the number of students studying for the certificate course in Library Science, M.Phil and Ph.D. programme is not taken into account, otherwise, the ratio will be 1:15 or so.\(^{[94]}\)

Although in the UGC Review Committee report 1965, the minimum qualification for appointment of library science teachers in the Indian Universities was recommended, but the workshop on methods of teaching (Delhi, 1973) felt and advocated that it required a revision for improvement, as is given hereunder in Table-C.\(^{[95]}\)
### Table C – Minimum Qualifications Suggested for LIS Faculty Members in India

<table>
<thead>
<tr>
<th>Position</th>
<th>UGC Review Committee</th>
<th>Workshop</th>
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<tr>
<td>Lecturer</td>
<td>a) M.Lib.Sc. degree or b) i) 2nd class Master's degree in some subject; plus ii) B.Lib.Sc. in the 2nd class.</td>
<td>M.Lib.Sc./M.L.I.Sc. 2nd division with at least two years experience of either teaching library science or working in a library in a responsible professional capacity</td>
</tr>
<tr>
<td>Reader</td>
<td>a) 2nd class M.Lib.Sc. or b) i) 2nd class Master’s degree in some subject with ii) 1st class B.Lib.Sc. plus teaching experience of at least five years.</td>
<td>a) i) M.Lib.Sc./M.L.I.Sc. 2nd div. With ii) five years experience of teaching B.Lib.Sc. &amp;/ or M.Lib.Sc./M.L.I.Sc. class as a full-time teacher</td>
</tr>
<tr>
<td>Professor</td>
<td>a) i) 2nd class M.Lib.Sc. degree plus ii) experience of guiding research, plus iii) ten years teaching experience. or Five years experience Having worked as a Reader In library science.</td>
<td>a) i) M.Lib.Sc./M.L.I.Sc. 2nd division with ii) ten years experience of teaching B.Lib.Sc./ M.Lib.Sc. as full time Teacher; and iii) published research work. b) Desirable: Ph.D. in Library Science.</td>
</tr>
</tbody>
</table>

#### 4.2 - Part Time Teachers

In India, there are a few universities that engage part-time teachers. The practice of appointing part-time teachers either from the university libraries or from other libraries is an accepted practice among Indian Universities imparting LIS education.

#### 4.3 - Guest Lecturers

Today, most of the library schools lack adequate teachers to handle related subjects of information science such as computer science, statistics, etc. In order to tide over this difficulty teachers who are working in various disciplines are invited as guest lecturers.
5 - **Student characteristics**

Most of the students joining the Bachelor's degree in LIS are freshers to the field. It is usually felt that although students with better qualifications are joining this course, (some of them having a good basic Master's degree), many of them do not possess such traits as proper aptitude for library work, a strong general background, and an interest in books and users, all of which are viewed as essentials for being a competent professional librarian.[96]

Though there is no doubt that these days students with better academic qualifications are admitted to the course, yet it is generally found that each year the number of academically competent students is quite small. This may perhaps be because of the overall gradual deterioration in the academic standards in colleges and universities in the country during 1980-95, due to vast expansion in education at higher levels.[97]

The emphasis in LIS education in India continues to be on the first professional degree i.e. B.Lib.Sc. On an average, about 1500 graduates qualify this degree every year. With regard to M.Lib.Sc. degree programme of the library schools, only a few are in a position to admit more than 10 students every year.[98] The number of women candidates has been increasing during the past 15-20 years. In this relation, Professor P.B. Mangla in 1994 reported that “60%-70% of the total candidates in almost all library schools are women.”[99]

6 - **Examination System**

Examinations are given and valued by outside examiners in most of the Indian universities. This is done in collaboration with those who actually teach the students. It also provides for sessional marks comprising 10% to 40% in various universities.

In some library schools, semester pattern has been introduced and the academic year is divided into two semesters, the first and second semester examinations being held in November/December and April/May, respectively. Almost all library schools award first division to grades of 60% or above, second division to 50-59% marks, and third division for less than 50% but with at least
35-40% marks in the aggregate. Some library schools have abolished the practice of awarding third division at the B.Lib.Sc. and/or Master's level. A few library schools have introduced the system of awarding grades in place of division.\textsuperscript{[100]}

For Ph.D. degree a candidate has to submit a thesis that is evaluated by two or three examiners. After the thesis has been approved by the examiners there may be a condition for the candidate's qualifying in a comprehensive viva-voce before he is finally awarded the Ph.D. degree\textsuperscript{[101]} Suitable changes are expected in most of the Indian universities and the UGC is providing active assistance to universities in this regard.

7 - Accreditation

Library and Information Science as a discipline and librarianship as a profession are interrelated and interdependent. Like other professions, need for standardisation in this field was also realised long back. In India, the realisation for the creation of an accrediting organisation for library and information science has been felt since long. But, so far, nothing substantial has been achieved in the absence of such a body. Schools of LIS are following varying standards. Offering courses of different durations and status have been growing altogether.\textsuperscript{[102]}

In fact, after independence (1947), LIS education made rapid strides in India. Today, LIS courses are being offered by a variety of Institutions and organisations. These include library associations, polytechnics, specialized institutions, colleges and universities. At present, even the courses offered by the universities lack uniformity and standardization. Generally speaking, it is evident that there is no uniformity or standardization in LIS education in India.\textsuperscript{[103]}

UGC has of course played some role and has been trying to exercise some control in this direction, but the outcome is not satisfactory. Consequently, the need for the establishment of an accrediting organisation for the field of LIS is being felt in India.\textsuperscript{[104]}
The UGC has established National Testing Services in many subjects including Library and Information Science. In addition to academic and professional qualifications prescribed for the post of lecturer or UGC research fellow, and assistant librarians, for qualifying this test is a must.

Recently, the Central Sectional Committee on Library and Information Science Section of the Indian Library Association (ILA) organised a Workshop on “Norms, Guidelines and Standards for Library and Information Science Education”. The IX National Seminar of Association of Teachers of Library and Information Science, 1991, also devoted itself to the subject, and recommended: “That is helpful to develop accreditation programme for LIS schools in India, and for this purpose it should establish an Accreditation Council as an autonomous body in India.”

8 - LIS Programmes through correspondence/ Distance education

Distance education is a new stage in the evolution of education. It imparts knowledge to widespread learners, without bringing them to the place where knowledge is imparted. The system of distance education was first started in India by University of Delhi in 1962 for under-graduate classes. This system was better known for several years as correspondence education.

At present, there are forty-six correspondence schools/distance education institutions and five open universities in India, out of which fourteen universities are offering LIS programmes at different levels. Four of them offer M.Lib.Sc. and ten B.Lib.Sc. only. Dr. B.R. Ambedkar Open University, Hyderabad, was the first university in India that, in 1985, introduced B.Lib.Sc. course through distance education.

A lot of demand for the course, particularly from working librarians, led Indira Gandhi National Open University (IGNOU), Delhi, also to launch B.Lib.Sc. programme at national level in 1989 through distance education. Later, Madras and Annamalai Universities took a step forward by introducing M.Lib.Sc. course through distance education. The other important universities offering LIS courses through correspondence are: Calicut University, Calicut; Chitrakoet
8.1 - Curriculum of LIS Programmes through correspondence/distance education

The Indira Gandhi National Open University, (IGNOU), Delhi designed the syllabus for the B.Lib.Sc. programme through distance education. The entire Bachelor's Degree programme was conceived to be completed in nine courses. Of these, seven courses were devoted to theoretical aspects and two were meant to provide practical exposure to the participants. The seven theoretical courses included:

1) Library and Society; 2) Library Management; 3) Library Classification; 4) Library Cataloguing; 5) Bibliography and reference sources; 6) Information services and organization; and 7) Computer basics and applications.

The B.Lib.Sc. programme is of one academic year's duration and the examination is held in two components i.e. 1) Continuous evaluation and 2) Terminal examination. The admission requirements are:

a) One should be a graduate of any recognised university

b) One should be employed in a library and should possess at least two years experience.

c) The minimum age should be 25 years.
MEDICAL LIBRARIANSHIP IN INDIA

The first step in considering the problem of library management is to assess the current manpower requirements. To supply the required personnel in medical libraries, the actual demand for professionals with special education and training in Health Sciences Librarianship has to be ascertained.

The growth and development of Health Science Libraries in India is directly related to the growth and development of the medical institutions. At present, India has about 633 libraries in the field of Health Sciences.¹¹¹²¹

The need of specialised education and training for Health Science Librarianship is an established fact and the LIS educators in India recognised this need and responded to the situation.

The National Medical Library of India (NMLI), Delhi, initiated a training programme of Health Science Libraries in 1981. During 1981-88, ten training programmes of five week's duration, were conducted by NMLI. The training was aimed at preparing manpower required for Health Science libraries, particularly to meet the changing needs of health science information and documentation services in India.¹¹¹³¹

Further, Indian MEDLARS Centre, NIC, New Delhi, offered training of short duration aimed at training the Health Science Librarians to obtain access to and using bibliographic databases like MEDLARS, MEDLINE, POPLINE, CANCER LINE, etc.¹¹¹⁴¹

Till today Indian medical librarians are called upon to perform tasks for which they have not been educated. Few universities, viz.: University of Delhi (Delhi), Banaras Hindu University, (Varanasi), Sambalpur University (Sambalpur), Panjab University (Chandigarh), Mysore University (Mysore), Sri Venkateswara University (Tirupati), and Andhra University (Hyderabad) are offering an optional paper on medical librarianship in M.Lib.Sc. programme.¹¹¹⁵¹ The paper is named "Medical Library System" and the main discussed topics are¹¹¹⁶¹:

132
Growth and development of medical education and research in India;
Role of medical libraries;
Recent growth and development of medical libraries in India, etc.

Recently, Medical Library Association of India (MLAI), (founded in 1981), has taken initiative to conduct a course on medical librarianship. Because of the recognition of the need for specialised training for medical librarianship, a few curriculum models have been designed and suggested by the professional librarians for Master's programme in Medical Librarianship.

In spite of different studies having been conducted and recommendations and suggestions made for the introduction of university level education for medical librarianship, so far, the subject is still being offered as an optional paper only in a few library science departments throughout the country. No programme, exclusively devoted to this important branch of librarianship is being offered by any institution in India yet.
EDUCATIONAL ROLE OF LIBRARY ASSOCIATIONS AND U.G.C. IN INDIA

In the modern world of competition, professional associations play an important role in the growth and development of respective professions. They are engaged in activities which are informative in character and serve as conduits of professional information.

In the beginning, education for librarianship was imparted by library associations. When universities established the library science schools, the role of professional associations in library education was reduced. In the 20th century, Library science schools have taken the complete responsibility of educating the people for librarianship. Library associations now find no other way in shouldering the duty of educating the people for librarianship except by sharing the responsibility with library science schools.\(^\text{[117]}\)

The library education imparted by the professional associations is effective because of the professional feelings, emotions and dedication of the members associated with teaching. When the library associations participate in the educational programmes, the scope of library and information science education is broadened and the gap between theory and practice reduced.\(^\text{[118]}\)

1 - LIBRARY ASSOCIATIONS IN INDIA

In India, the library associations came into being along with the development of libraries during the second decade of this century. Development of Library Associations in India differs from that of such associations in other countries. In other countries, the National Level library associations emerged first, but in India we already had some state level associations prior to the foundation of the first national level associations.\(^\text{[119]}\)

The Andhra Pradesh Library Association was established in 1914 as the first one. This Association convened the First All India Public Library Conference at Madras in 1919. This paved the way for the establishment of library associations in other states.
Before the emergence of Indian Library Association in 1933, the state associations, which actively promoted the cause of library movement in the country, were Maharashtra Library Association (1921), Bengal Library Association (1925), Madras Library Association (1928) and Punjab Library Association (1929). In Pre-Independence period these above named Associations were followed by Uttar Pradesh Library Association (1935), Assam Library Association (1939), Bihar Library Association (1940) and Utkal Library Association (1944).[120]

Today Indian librarians are better organised through their national and state level associations. They strive for higher standards of professional education and training also.

1.1 - Indian Library Association (ILA)

The Indian Library Association (ILA) was born during the All India Library Conference, Calcutta, in September 1933. After independence, the ILA has been actively representing the profession at the national level.

The Calcutta Session of the ILA held in 1955 discussed the standard and gaps in library education in India. It recognised the need of reorganising the training programmes with a view to develop uniform standards all over the country. The ILA, through its various resolutions passed at its conferences, has appealed to both universities and other organisations to consider the cause with a broad outlook. It has urged the relevant bodies to enunciate new courses in Library Science to suit the need of the present day society.[121]

Education for librarianship is one of the important concerns of ILA. One of the objectives of ILA is the promotion of training of librarians, and development of library and information science education. The association has been organising conferences, seminars and workshops from time to time to achieve this aim.

Some of the conferences and seminars organised by ILA on Library Science education were held at: Hyderabad (1956); Bangalore (1976); Chandigarh (1977); Delhi (1979); etc. “It may be pointed out that ILA in its
annual seminar held in 1976 (Bangalore) on LIS education passed a resolution that a National Council on LIS Education be set up to maintain standards in different facets of LIS education. But no active steps have been taken in this regard.[122]

During the last more than 15 years or more, with the assistance of U.G.C., professional meetings were held by the ILA at various places. Through these meetings, ILA provided a platform for the dissemination and exchange of information among its members on various important issues from time to time. The 43rd All India Library Conference of ILA was held at Chandigarh in November 1997.

1.2 - Indian Association of Special Libraries and Information Centres (IASLIC)

At a meeting held in September 1955 at Calcutta, the Indian Association of Special Libraries and Information Centres (IASLIC) was formally founded. One of the objectives for establishing this Association was to improve the technical efficiency of the librarians working in special libraries. IASLIC consists of six divisions including Education Committee.[123]

The second session of IASLIC Conference held in 1956 discussed the standard of library education in India and recognised the need for reorganising the training programmes. The IASLIC Conference stressed the need of specialised training for librarianship serving in special libraries. With a view to improve the quality of library education in India, IASLIC has held many professional meetings in the last forty years. As part of promoting the objectives, the IASLIC conferences play predominant role to develop the various facets of Library Science Education. IASLIC held a symposium in 1957 on the “Training of special librarianship in India”.

The second IASLIC Seminar, 1962, suggested formulation of uniform standards in the matter of library education and desired that the certificate course in Library Science (C.Lib.Sc.) be conducted all over the country. This Seminar was completely devoted to library education and passed six resolutions which were incorporated in its special publication No. 5, Part-II “Education for librarianship in India”. [124]
The Association started a training course in special librarianship and documentation in 1966. The Association also conducted a part-time six months Diploma in Library Science and B.Lib.Sc. from 1964-70. This course was called “Training in Special Librarianship and Documentation”. From 1967 to 1970, the duration of the course was one year.

Some of the areas, where the Association has been organising regular training programmes and workshops are given below:

Indexing System; conservation and preservation of documents; computer applications in library and information system; technology information management, etc. All the papers presented at the 17th All India Conference of IASLIC, Jaipur (1989), were about manpower planning for Library and Information System in India.

IASLIC also has played a significant role in organising professional seminars and conferences alternatively as a part of its continuing education programme. Till 1990, fourteen seminars and eighteen conferences were organised by the Association.

1.3 - Indian Association of Teachers of Library and Information Science (IATLIS)

On 19th December, 1969, a meeting of the teachers of library science attending S.R. Ranganathan endowment lectures was convended by P.N. Kaula at Documentation Research and Training Centre (DRTC), Bangalore. In the end of this meeting, IATLIS was born. It is a national professional organisation to promote the cause of library education in India.

The IATLIS is mainly concerned with the problems of teaching of Library and Information Science. One of the main activities of the Association has been that of organising seminars and conferences on current problems of LIS education, such as:


III. Relevance of LIS Education in the changing needs of the country, Banaras Hindu University, Banaras, 13-18 March, 1981.


VI. Reconstruction of LIS Curriculum, Saurashtra University, Rajkot, 14-16 December, 1989.[128]

VII. Fifty years of LIS Education in India, University of Mysore, Mysore, 27-29 November 1997.

The seminars held by IATLIS had urged the cooperation among various professional associations in the country in LIS. The Association has been urging the UGC for the following:

I. The separation of LIS Departments from the University libraries.

II. Provision of full-time teachers in LIS Departments.

III. Provision for more facilities for post-graduate education and research.

IV. Changing of name of Library Science Schools to Library and Information Science Schools.[129]

The IATLIS panel on National Policy for LIS Education is currently busy in preparing a policy statement.

1.4 - Medical Library Association of India (MLAI)

The most important organisation consisting of medical librarians and the primary national forum for progress and activities in the field of professional Health Sciences Librarianship, is the Medical Library Association of India (MLAI). The Association became a registered body in 1981, although it had been working towards the development of medical librarianship in the country for a number of years.[130]

MLAI was established as a professional body with the objectives of building up a body of professional experts in growth and development of medical libraries including library personnel, services, continuing education programmes, etc.[131]
The Association has now taken up the manpower development programmes for updating the skills of the working health science librarians through continuing education programmes at various levels. The proposal to start a Correspondence Diploma Course in Medical librarianship has recently been authorised by the Executive Committee of the Association so as to fulfil a long-standing demand of the profession.\[^{132}\]

2 - **The University Grants Commission (UGC)**

The University Grants Commission (UGC), founded in 1956, appointed in 1957 a Library Committee under the chairmanship of Dr. S.R. Ranganathan to advise the UGC about the development of libraries and their organisation. The Committee, besides dealing with other problems of university and college libraries in India, also considered the problem of training of library personnel and submitted its report to UGC in 1959.\[^{133}\]

With regard to library schools, the Committee stated that the university librarians should not be burdened with the task of teaching. In short, it wanted library schools to be independent of the university library.\[^{134}\] It also examined the departments of library science in the universities and suggested that there should be better coordination of teaching and research.

In 1961, the Review Committee was set up by the UGC 'to review standards of teaching and research in library science in the universities'. It echoed many of the sentiments of the Advisory Committee, and made a number of recommendations about the facilities in the schools of library science. The recommendations which the Review Committee made, form a comprehensive survey of the problems facing library education in India.\[^{135}\]

In addition to above mentioned Associations (ILA, IASLIC, IATLIS, MLAI) and the other organisations, the UGC has appointed a panel in library and information science to review periodically different aspects of the existing LIS education programmes in India and make recommendations for future developments. The panel has finalised its recommendations with regard to
various aspects, such as: status of library schools, teaching faculty, financial support, physical facilities, syllabi for B.Lib.Sc., M.Lib.Sc. and M.Phil programmes, etc. and these have been sent to the library schools in the country for implementation.\textsuperscript{136}

As mentioned earlier, UGC formed a Curriculum Development Committee for the LIS under the chairmanship of Professor P.N. Kaula. A report was submitted to the UGC in 1992 to suggest the core and elective courses at the B.Lib.Sc. and M.Lib.Sc. programme. The report is still an important document for the LIS education in India.\textsuperscript{137}

The UGC constituted a Review Committee for University and College Libraries in 1996 and one of the terms of reference of the Committee was “feedback on the relevance of the curricula in the LIS Departments and other short-term courses for professionals and semi-professionals”.\textsuperscript{138}

Generally speaking, the responsibility for training of Junior level librarians at semi-professional level has been left to the professional associations at national and state levels. They are running post-matric certificate/diploma courses in Library Science of varying duration.

At present, the role of professional associations for the cause of development of library education has continued. The activities of these bodies are intended to make rapid strides in the improvement of library education. Library associations have certainly made a vital contribution in library education. In order to develop the library and information services, library associations must carry a still heavy responsibility in providing high quality and relevant education.\textsuperscript{139}
Dr. Shiyali Ramamrita Ranganathan came on the library scene in India, when he was appointed librarian of the Madras University in 1924. Ranganathan returned to India after a course of training in librarianship in London Library School, having training and experience of British librarianship. He being a mathematician and teacher was active enough to understand the problems then being faced by profession of librarianship.

Before Ranganathan's return to India, librarianship was not well known in this country. He was deeply impressed with the purposeful, efficient and functional library services which he observed in London. He therefore made Madras University Library as a focal point to see the effectiveness of such type of library service.

Dr. Ranganathan has been truly called the "Father of Library Science" in India. His contributions had international purport, an honour only a few Indians can claim.

The LIS education in India is mainly due to the dedicated efforts of Dr. S.R. Ranganathan that there was tremendous expansion of facilities for this field in India. He introduced the CLSc. course on scientific and systematic lines in 1929, in Madras. He introduced a Diploma course for the first time in 1931 at the University of Madras. This was the first full-time course in LIS in India.11401

At that time, Dr. Ranganathan introduced his Five Laws of Library Science which appeared in 1931. The Five Laws of Library Science brought a revolution in the thinking of the library world. After introducing the Colon Classification Systems in 1933, Dr. Ranganathan's works were not confined to any geographical boundary.

In 1937, he was the founder of the Post-graduate Diploma in Library Science of Madras University; advanced training programme leading of M.Lib.Sc. of Delhi University in 1948; and Doctorate programme in 1950. He had to face hurdles, and humiliation both from his contemporaries and outside, and yet he
achieved what the late Dr. Jesse H. Shera said the impact of I "One-man library movement". Elaborating it further, Dr. Jesse H. Shera said: "if there is any single individual who merits being a "one-man library movement", certainly Ranganathan has earned that distinction through his accomplishments in India."

Ranganathan's pattern of LIS education adopted by UGC through its Review Committee on library science remained in operation during the last fifty years. Like Dewey's students, Ranganathan's students, have been on the faculty of most of LIS schools in India, so far.

Ranganathan not only earned the name of being the "Father of Library Science in India", but also brought national librarianship in transition. His publications such as Five Laws of Library Science (1931); Colon Classification (1933); Classified Catalogue Code (1934); and many others, are still of world fame. The Library Science and profession have secured a proper status in India mainly as a result of his work and teaching during the last 50 years.

Generally speaking, Dr. S.R. Ranganathan played the most significant role in library science in India including education in librarianship and founding of the library education at university level.

His death at the ripe age of 80 in September 1972, is not to be mourned, but should be considered an occasion for reaffirmation of faith in intellectual integrity and his dedication for the course of librarianship in India.
CHAPTER - III

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145
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