INTRODUCTION

(i) Library Science Education In India

(ii) Library Science Education In United Kingdom
INTRODUCTION

Education as a subject covers an extensive area, as it may mean anything from the ways by which an individual may make conscious efforts to develop himself intellectually or to improve his professional abilities or to acquire knowledge in a broad sense or even to be involved in the controlled process of going through the formal education as imparted in the school, college or university to that very science of teaching itself. On the other hand, library science is primarily concerned with the collection, preservation, organisation and use of recorded communications.

Library is a social institution charged with the function of preserving and disseminating human culture and civilisation contained in the books. To run the libraries is not a child's play. To dispense efficient and quickest service, professional staff of high academic and professional qualification is needed. In order to meet this ever increasing challenge of the profession and to provide efficient, standardized library service, librarians with different levels of professional training and education are required.

The credit for starting library education in India goes to W.C. Borden, who established first school of library science at Baroda in 1910. Another school was established at Lahore in 1915 by Asa Don Dickinson, where the first text book on library science i.e. 'Punjab Library
Prim'r' was produced. In 1930, Ranganathan started library training at Madras. The certificate course in library science continued till 1947. On the eve of independence, six universities had provision for the diploma course in library science. The stimulus for the growth and development of libraries, documentation centres, information centres and education for library and information science in the country has come from the progress in and the extension of education, scientific research and programmes of socio-economic development in the country. These programmes for national development started in 1951 with the commencement of the First Five Year Plan and have already progressed through four Five Year Plans. As a result of these developments, library and information science today is a well-recognised discipline of study at the post-graduate levels in 51 universities in the country and 24 of these universities also provide Master's programme. Ph.D. programme in library science offered by 16 universities. One university provides M.Phil facilities also.

In addition to universities, Documentation Research and Training Centre (DRTC), Bangalore and the Indian National Scientific Documentation Centre (INSDOC) New Delhi, also offer training courses in documentation and/or information science leading to the associateship of the respective Centre.

In India, at present, there are following level of courses of education for librarianship.
<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Diploma/Degree/Associateship</th>
<th>No. of Institutions offering the course</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Bachelor of Library Science</td>
<td>51</td>
<td>Universities.</td>
</tr>
<tr>
<td>3.</td>
<td>Master of Library Science</td>
<td>24</td>
<td>Universities</td>
</tr>
<tr>
<td>4.</td>
<td>Master of Philosophy</td>
<td>01</td>
<td>Universities</td>
</tr>
<tr>
<td>5.</td>
<td>Doctorate of Philosophy</td>
<td>16</td>
<td>Universities</td>
</tr>
<tr>
<td>6.</td>
<td>Associateship</td>
<td>02</td>
<td>DRTC, Bangalore, INSDOC, New Delhi.</td>
</tr>
</tbody>
</table>

In U.K., it is difficult to describe adequately the nature of education for librarianship because of its unique structure. During the early period, London University had the only University school of librarianship established in 1919. The history of education for librarianship in the United Kingdom prior to 1945 is entirely a story of part-time, by correspondence or entirely private study leading to examinations arranged by the Library Association. In 1964, the basic Registration examination replaced the intermediate examination and the final examination was also modified. This structure remained, with a minor modification in 1969, until 1964. The Library Association introduced its new syllabus in 1964 for a full time two year course. In the same year, Council for National Academic Awards (CNAA) was
established. This was empowered to award not only diplomas but also degrees. Further, the Post Graduate School of Librarianship at Sheffield University received its first students, while Queen's University began its library school and college of librarianship, Wales started its momentous career. By 1967, new universities of Loughborough and Strathclyde were contemplating degrees in librarianship and the Library Advisory Council for England was already concerned about the numbers of students being produced. A major trend in library education in U.K. has been the rapid growth of higher degree in librarianship.

(a) A full time course at post-graduate level leading to the award of a master's degree in librarianship.

(b) The award of the master's or a doctorate on the completion of an original piece of research.

There are 9 universities, Polytechnic Colleges which offer master's degree in librarianship. For those who wish to continue their studies in librarianship, the LA has, since 1964, made it possible to obtain the Fellowship of the Library Association (FLA) by thesis.

Today, there are 17 schools of library and/or information science in Great Britain and Ireland four in London, two in Loughborough and one each in Birmingham, Brighton, Leeds, Liverpool, Manchester, Newcastle, Sheffield, Aberystwyth (in Wales), Glasgow, and Aberdeen (in Scotland), & Belfast (in Northern Ireland). Five schools are attached to Universities, eight to Polytechnics, two to further education college and two (The
college of librarianship, Wales). Some of the Universities schools (but not all) operate entirely at the Post-graduate level running one-year Master's or Diploma Courses and M.Phil/Ph.D. programmes. Scheme of qualification in U.K. is:

- Ph.D. research degrees (London, Loughborough, Sheffield, Strathclyde and the CNAA).
- M.Phil. (London and Loughborough, CNAA).
- M.A. (of advanced character as at Sheffield and Loughborough)
- M.Sc. (as above, London)
- M.A. (Leeds Polytechnic, Manchester Polytechnic, the Polytechnic of North London)
- M.Lib. (University of Wales).
- MLS (Loughborough and Belfast)
- MA (Sheffield, London).

Post-Graduate Diploma

Bachelor's Degree (B.A., B.Sc., BLS, B.Lib)

LA two year course (DipHE)

From the above discussion, the various programmes of education for librarianship in India and U.K. were juxtapositioned in the following table:
<table>
<thead>
<tr>
<th>INDIA</th>
<th>UNITED KINGDOM</th>
</tr>
</thead>
</table>
First professional degree of one-year after basic Bachelor's degree. | Postgraduate diploma of one year after a basic Bachelor's degree. |
Second professional degree of one-year after B.Lib.Sc./Dip. Lib. Sc. | Master's professional degree of two-years after Bachelor's degree or one year after professional diploma. or FLA with a basic graduate degree. |
| 3. Higher degrees.  
M.Phil of 1/2 years or Ph.D. of 2/3 years after M.Lib.Sc. | Higher degrees. M.A., M.Phil, or Ph.D.  
These follow either a course plus examination, or a thesis or combination of both. |

From above Table, it is clear that both the countries have identical programmes in library science education. In both countries, first professional degree is of one-year duration after a basic Bachelor's degree. In India, Master's degree is of one year after B.Lib.Sc./Dip.Lib.Sc., where as in U.K. Master's degree can be obtained either after basic Bachelor's degree with two-years duration or after professional diploma with one year duration or Fellowship of Library Association, which is the highest qualification, awarded by the LA, with a basic graduate degree. In India, M.Phil is of one to two years duration and Ph.D. is of two to three years duration after master's degree. In U.K., M.A., M.Phil, and Ph.D. require either a course plus examination, or a thesis or combination of both.
Before independence, India was under the British political control. So although British rule in India lasted more than a hundred and seventy years, it has left a mark on Indian civilisation which may never be wholly eradicated. The administrative economic and educational systems of the country were often direct copies of British models. This is particularly true of the educational structure which the British established in India, a structure which reflect in notable degree the Victorian belief in the inherent superiority of the Christian ethic and the British way of life. Similarly, library science education is also being influenced by the British library science policies.

In the light of above considerations, it becomes imperative to investigate what are the similarities and dissimilarities in the pattern of library science education in India and U.K.

The Main **OBJECTIVES** of this study are:

1. To determine a broad overview of education for librarianship in India & U.K.
2. To find differences of opinion if any, among experts as regards to the aims and objectives of 'education for librarianship' in both the countries.
3. To determine what different types of library education programmes are being offered in India and U.K.
4. To examine the background of the candidates seeking admission to library science.
5. To study the duration and admission requirements for students entering the master's programme.
6. To examine the courses required for master's programme in these schools.
7. To determine whether or not the faculty members of library schools are satisfied with the present curriculum for master's programme.
8. To find out what problems are faced by the library schools in conducting the master's programme in India and U.K.
9. To make recommendations on the basis of the comparative study of the above said issues in both the countries.

In order to attain the above mentioned objectives, the following hypothesis have been tested and confirmed in this study:

1. India and United Kingdom have identical programmes in library science education with no difference.
2. Library science education system and policies pursued in United Kingdom had no impact on those practised in India.
3. More choices/electives are offered to the students in master's curriculum in U.K. than in India.
4. Recent developments in librarianship especially the use of technology are more readily incorporated in the curriculum in U.K. than in India.
5. The library professional associations in India have not played any important role in planning or formulating courses of library science as compared to the United Kingdom.

**METHODOLOGY:**

To make an indepth study of the problems, this study is limited to Master Level Courses in Library Science only.

For the purpose of this study, only those schools which offer master level courses, had been selected. There were 24 Library schools in India and 9 schools in United Kingdom which provide master's programme in library science. The sampling had been done with reference to two categories of people involved in the educational set up i.e. teachers and librarians. The questionnaires were sent to the
teachers & librarian's because teachers were offering the masters course, whereas the librarians were employing the master's graduates in the libraries. This study required the use of survey techniques to determine the facts. In order to obtain the first hand information from the schools, the most suitable instrument left to the investigator was a carefully structured questionnaire. The investigator sent specially designed questionnaires through mail to all the institutions in India and United Kingdom which offered master's degree in library science. These questionnaires were mailed to the heads of the departments and the librarians. The institutions to whom questionnaires were mailed in India were:

- Aligarh Muslim University, Aligarh;
- Andhra University, Waltair;
- Banaras Hindu University, Varanasi;
- Bangalore University, Bangalore;
- University of Bombay, Bombay;
- University of Burdwan, Burdwan;
- University of Calcutta, Calcutta;
- University of Delhi, Delhi;
- Doctor Hari Singh Gour Vishwavidyalaya, Sagar;
- Gauhati University, Gauhati;
- Guru Nanak Dev University, Amritsar;
- University of Jammu, Jammu;
- Karnataka University, Dharwad;
- University of Kashmir, Srinagar;
- University of Kerala, Trivandrum;
- University of Madras, Madras;
- Madurai Kamaraj University, Tamil Nadu;
- University of Mysore, Mysore;
- Osmania University, Hyderabad;
- University of Poona, Pune;
Panjab University, Chandigarh;
University of Rajasthan, Jaipur;
S.N.D.T. Women's University, Bombay; and
Vikram University, Ujjain.

In United Kingdom, the questionnaires were mailed to:

Queen's University of Belfast, Belfast;
University college London, London;
Loughborough University of Technology, Loughborough;
University of Sheffield, Sheffield;
University of Strathclyde, Glasgow;
University of Wales, Aberystwyth;
Leeds Polytechnic, Leeds;
Manchester Polytechnic, Manchester and
Polytechnic of North London, London.

However, from India, out of 24 institutions only 10 (41.67%) responses were received in one attempt. But for the collection of data from the remaining institutions, questionnaire had to be mailed four times.

As far as United Kingdom was concerned, out of 9 library schools, 5 (55.56%) sent their responses. To secure data from the remaining schools, only one more attempt was made. Questionnaires responses percentage is as tabulated below:

<table>
<thead>
<tr>
<th>Library Science Departments</th>
<th>Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Country</td>
<td>No. of Institution</td>
</tr>
<tr>
<td>India</td>
<td>22</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>7</td>
</tr>
</tbody>
</table>
The filled in copies of the questionnaires received back from the respondents had been critically scrutinised. All the information collected through the questionnaires had been posted in comprehensive sheets to serve as master table for subsequent processing of the data avoiding repeated references to the questionnaires.

"LIBRARY SCIENCE EDUCATION"

World Scene of Library Training in and Around the 1900's :-

According to Suzanne Briet in most progressive countries the old type of librarian to whom library work was of secondary concern, completely disappeared between 1870 and 1880, his place was taken by professionals.

By the end of world war I, lot of improvements like systematic recruitment of librarians, existence of professional associations & temporary & permanent training courses were in progress. During the period between two world wars, no. of library schools was increased tremendously. The Williamson report (1923) had begun to produce its impact outside the United States. Librarians were sent to other countries for training purposes, and also Library Schools were set up abroad by library teachers. In 1923, at Paris, the first international Librarianship school was established under American direction. This school continued till 1929. By 1935, the problem of professional education in librarianship had assumed its full international importance & recognition when the International Institute of Intellectual Corporation published its monograph 'Role et
formation Bibliothecaire'.

Formal library training courses were initiated in America various factors contributing to these were (i) a library movement of unusual vitality (ii) with a few experienced librarians, professional skill was available through personal contacts. At the same time, no. of inexperienced librarians was also increasing making it difficult to cope with the dissemination of knowledge through personal contacts. (iii) The importance of library to Democracy made it realised that development of this institution in its own, would have to be conceived as something more than collection of books. (iv) The emergence of a new tradition in education to the effect that it should be related to professional of other day to day needs of American people.

Even before the establishment School of Library Economy at the Columbia University in 1887, the librarians were aware of the problem of apprenticeship training or the training of assistants. But, the discussions often referred to "Instruciton on the job, which is evident from the quotation by Justin Winsor, taken from his 1869 annual report as a superintendent of the Boston Public Library."
and there have been no duties of my office to which I have given more
hearty attention than those that have led to the granting of what we
could from our experience to the representatives of other libraries whether
coming with inquiries fitting a collection as large as Cincinnati is to
establish, or merely seeking such matters as concern the establishment
of a village library."

The Columbia course was totally technical and concentrated to
peculiar library work and not attempting "to give general culture" as
evident from the statement of program.

"Its aim is entirely practical; to give the best obtainable advice,
with specific suggestions on each of the hundreds of questions that
arise from the time a library is decided to be desirable, till it is in
perfect working order, including administration".5

This type of practical training was not regarded by William F.
Poole who objected in these words:

"In fact, I have entertained the idea that practical work in a
library, based on a good previous education in the schools, was the
only proper way to train good librarians. The information cannot be
imparted by lecturers; and who, that is competent, has the time to
do the lecturing."6
Carl M. White, described the Origin of formal schooling in librarianship as "... in the technical education movement that was promoted vigorously in the English speaking world between 1851 and the end of the Civil War. Contemporary definitions of this term differ in details but adhere closely to the basic idea of training in the accepted practices of an art or craft. There is considerable literature on the subject in the years prior to the opening of the school in 1887, and with the aid of these writings it is possible to sum up the essentials of the movement as follows: technical education originated as a substitute for apprenticeship, and this explains the form as well as the content of instruction. Falling heir to the office of apprenticeship, technical education took its main purpose to be that of getting working people ready for employment. A related feature... is that technical education was designed for working people as distinguished from those who were to govern them, a fact that went unnoticed by many in the United States".  

In 1889, Columbia University School of Library Economy was shifted to New York State Library. During early few years, though the better facilities and more apprentice-work was introduced but nature of training continued as usual. However, by 1891 various degrees like Bachelor of Library Science, Master of Library Science and honorary degrees of Doctor of Library Science came into existence. James Ingersoll Wyer received first Master's degree in 1906. Students of Columbia classes during 1888 & 1889 who were given certificates were also recommended for BLS degrees by faculty of the Albany school in 1900. With this
recommendation, many similar programs were established in the decade of 1890's. Amongst these programs were those at the Pratt Institute (1890), the Drexel Institute (1892), the Armour Institute (1893), (later taken over by the university of Illinois in 1897), Carnegie library school of Pittsburgh (1895). These developments also resulted to the brisk activities in the American Library Association in pursuit of library training standards.

In Britain, in 1885, qualifying examinations for library assistants were started by British Library Association at London & Nottingham. By 1893, series of 5 days summer schools came into existence, and by 1898 a change was brought to London Summer School by offering regular courses with syllabus prescribed by British Library Association. Part time classes started in various cities as one in Manchester in 1899. The technical and commercial colleges maintained by public funds held these classes. From 1902 to 1917, the London School of Economics conducted classes of instruction according to the syllabus of Association.\(^9\)

Inspite of best possible control maintained by Association some critics observed in these early attempts the end of an art that was librarianship. Amongst the critics, in Britain was L.S. Jast.\(^10\) According to Ernest Savage, who worked under L.S. Jast, even many chiefs "disliked assistants who educated themselves ... When I took part in Library Association business, some were still arguing that the only necessary training was infantile routine, tagging, labelling, repairing books, Roebuck-and-Thornery. They did not value assistants who read, knew literature."\(^11\)
Thus, starting differently from that of the Dewey's school at the Columbia University, the British training "emphasised control by means of a Public examination conducted by the professional body itself". According to J. Clement Harrison: "There could hardly have been any other way (however strongly one wishes there might have been). In the first place, it was very much part of a strongly traditional British system of preparation for the professions, going hand in hand with a deep seated belief in the supreme value of apprentice-type training for almost any career... In the Britain of the 1880's, however, there was no Melvil Dewey to take the opposing view; nor indeed, under the circumstances, could there have been."\textsuperscript{12}

The difference, according to the same author: "was not due so much to any important difference between the British and American librarians of the day on what should constitute the proper courses of study (on both sides of the Atlantic there was an inordinate emphasis on what Wallard has described as "the standard techniques of librarianship"), but rather to the difference in the facilities available and in the means by which control was to be exercised over the system".\textsuperscript{13}

Even after the creation in 1919 of the London University School of Librarianship and Archives, according to Wilfred L. Saunders:

"It took forty-four years, a second world war and a social revolution before the acceptance of this bold step could be confirmed by a second university school. This philosophy of the British idea of a university
to professional schools other than law and medicine both so long accepted that we have almost ceased to regard them as other than "normal" university subjects - academic, pure and undefiled) has not been confined to the "mother country", Australia has but recently established its first university School of Librarianship, New South Wales (1960), and in New Zealand the battle has still to be won; though interestingly enough, in South Africa the University-based library school has been vigorous reality for many years (Pretoria, 1938). \(^1\)
REFERENCES:

1. UNESCO: Enquiry Concerning the Professional Education of Librarians and Documentalists, p. 4.
2. This Summary is based on Ibid., pp. 3-4.
6. Ibid., p. 25.
10. Ibid., p. 59.
13. Ibid., p. 123.
LIBRARY SCIENCE EDUCATION IN INDIA:

Education for Librarianship:

"The Planning for a bright future is not possible without having a glance into the Past." — Anonymous

Library is a social institution charged with the function of preserving and disseminating human culture and civilisation contained in the books. It is one of the important media of mass communication which is essential not only for continuance of the existing democratic institutions but also to encourage their growth and development in future. To run the libraries is a very difficult task. The professional staff of high education and professional qualification is needed to administer efficient and quickest service.

After independence, in India there have been significant and sustained efforts at promoting the development of scientific, educational and social institutions calculated to accelerate the economic development of the country.

Note: Some data indicative of the achievements and targets at different levels of education are given in Table-A.
## TABLE - A

### ACHIEVEMENTS AND TARGETS AT DIFFERENT LEVELS OF EDUCATION IN INDIA

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils in classes I to V (lakhs)</td>
<td>191.5</td>
<td>251.7</td>
<td>349.9</td>
<td>504.6</td>
<td>710.0</td>
<td>827.0</td>
</tr>
<tr>
<td>Percentage thereof to total population in age group 6-11.</td>
<td>42.6</td>
<td>52.8</td>
<td>62.4</td>
<td>76.7</td>
<td>83.6</td>
<td>95.2</td>
</tr>
<tr>
<td>Number of pupils in classes VI to VIII (lakhs)</td>
<td>31.2</td>
<td>42.9</td>
<td>67.0</td>
<td>105.3</td>
<td>195.0</td>
<td>258.0</td>
</tr>
<tr>
<td>Percentage thereof to total population in age group 11-14.</td>
<td>12.7</td>
<td>16.5</td>
<td>22.5</td>
<td>30.8</td>
<td>40.2</td>
<td>50.3</td>
</tr>
<tr>
<td>Number of pupils in classes IX to XI/XII (lakhs)</td>
<td>12.2</td>
<td>18.8</td>
<td>28.9</td>
<td>50.4</td>
<td>96.7</td>
<td>-</td>
</tr>
<tr>
<td>Percentage thereof to total population age group 14-17.</td>
<td>5.3</td>
<td>7.4</td>
<td>10.6</td>
<td>16.2</td>
<td>21.1</td>
<td>-</td>
</tr>
<tr>
<td>Number of pupils at the University stage-arts, science and commerce (lakhs)</td>
<td>3.6</td>
<td>6.3</td>
<td>8.9</td>
<td>14.9</td>
<td>31.3</td>
<td>-</td>
</tr>
<tr>
<td>Percentage thereof to total population in age group 17-23.</td>
<td>0.8</td>
<td>1.4</td>
<td>1.8</td>
<td>2.7</td>
<td>4.0</td>
<td>-</td>
</tr>
<tr>
<td>Percentage of students reading science at University stage.</td>
<td>37.8</td>
<td>33.0</td>
<td>26.9</td>
<td>29.5</td>
<td>25.0</td>
<td>-</td>
</tr>
<tr>
<td>Number of primary/junior basic school.</td>
<td>2,09,671</td>
<td>2,78,135</td>
<td>3,30,399</td>
<td>3,91,064</td>
<td>4,78,249</td>
<td>-</td>
</tr>
<tr>
<td>Number of middle/senior basic schools.</td>
<td>13,596</td>
<td>21,730</td>
<td>49,663</td>
<td>75,798</td>
<td>1,14,720</td>
<td>-</td>
</tr>
<tr>
<td>Number of high/higher secondary schools.</td>
<td>7,288</td>
<td>10,838</td>
<td>17,237</td>
<td>27,477</td>
<td>46,043</td>
<td>-</td>
</tr>
<tr>
<td>Number of Multi-purpose schools</td>
<td>-</td>
<td>255</td>
<td>2,115</td>
<td>2,386</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of Training Schools</td>
<td>782</td>
<td>930</td>
<td>1,138</td>
<td>601</td>
<td>859</td>
<td>-</td>
</tr>
<tr>
<td>Number of Training Colleges</td>
<td>53</td>
<td>107</td>
<td>478</td>
<td>1,272</td>
<td>501</td>
<td>-</td>
</tr>
<tr>
<td>Number of arts, science(including research institutions) and commerce colleges</td>
<td>542</td>
<td>772</td>
<td>1,122</td>
<td>1,788</td>
<td>3,336</td>
<td>-</td>
</tr>
<tr>
<td>Number of Universities</td>
<td>27</td>
<td>32</td>
<td>45</td>
<td>64</td>
<td>108</td>
<td>-</td>
</tr>
<tr>
<td>Number of teachers in Primary schools</td>
<td>5,37,918</td>
<td>6,91,249</td>
<td>7,41,515</td>
<td>9,44,377</td>
<td>13,11,931</td>
<td>-</td>
</tr>
<tr>
<td>Percentage of trained teachers in primary schools</td>
<td>58.8</td>
<td>61.2</td>
<td>64.1</td>
<td>70.3</td>
<td>86.8</td>
<td>-</td>
</tr>
<tr>
<td>Number of teachers in middle schools</td>
<td>83,496</td>
<td>1,48,394</td>
<td>3,45,228</td>
<td>5,27,734</td>
<td>8,35,292</td>
<td>-</td>
</tr>
<tr>
<td>Percentage of trained teachers in middle schools</td>
<td>53.3</td>
<td>58.5</td>
<td>66.5</td>
<td>76.9</td>
<td>88.9</td>
<td>-</td>
</tr>
<tr>
<td>Number of teachers in high/higher secondary schools</td>
<td>1,26,504</td>
<td>1,89,794</td>
<td>2,96,305</td>
<td>4,79,060</td>
<td>8,59,359</td>
<td>-</td>
</tr>
<tr>
<td>Number of teachers in Universities, arts and science colleges</td>
<td>18,648</td>
<td>27,883</td>
<td>41,739</td>
<td>66,882</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1. Provisional
3. Excludes research institutions.
Similarly, in 1900, there were 27 research institutes, in 1947, about 200, and today such institutes total about 1,500. Each year about 30 more such institutes are added.

So 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. This has created a potential demand for a large number of professional librarians.

In order to meet this ever increasing challenge of the profession and to provide efficient, standardized library service, librarians with different levels of professional training and education are required. These includes Ph.D. holders, Masters in library science, Bachelors in library science and a large number of certificate holders.

**General Objectives** :-

In this respect, Mr. R.F.M. Immeman states that "Education for librarianship cannot 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 adopted to the realities of the situation".  

Another guideline regarding the general objectives of professional training is provided by Leon Cornovsky in the following statement:
"Education for librarianship in any country can be planned realistically only in the light of its libraries, existing and contemplating. Not only this but one must always bear in mind such relevant factors as the state of society, both cultural and economic, and the readiness and ability of the nation and to absorb its products".3

Danton in this regard points out that "... the complicated services which a modern library renders do not organise and run themselves but must be modified, improved and extended in the light of changing conditions. This can be done only by one who knows the objectives and potentialities of the library, the techniques tools and... means of achieving them, and the purposes, and limitations of the means".4

Another library experts say, "The general purpose is to increase the future librarians grasp of the subject matters represented in libraries also as to enable them to engage more intelligently in the activities of librarianship".5

While comparing librarianship course with other professional training courses, Stenstrom gives the objectives of the former, "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 a shaped on the simple principles as to what is required of them. Demands on library profession will shape the library education".6
If we have to serve the community in the real sense, we should lay down the objectives of the library science courses according to our needs.

Illinois University, Chicago in its report 1951-52, describes the general objectives of library education as follow:

1. To stimulate students in motivation towards and habit of use of the library for general reading, information and study.
2. To inculcate certain fundamental ideas regarding the physical arrangements, general content, and over all producers of the local library, and the libraries every where.
3. To introduce all students to a selected group of elementary library tools, and to give practical experience in the techniques by which these and other tools may be effectively used.
4. To suggest now the world of books and journals reflects, influences, and is a part of all sciences, arts and professions and how to critically chosen and systematically used books and journals may broaden intellectual outlook, contribute towards the implementation of social and civic responsibilities, increase efficiency in practical affairs, enhance personality resources and sharpen the rest of living all life long."

The general objectives of library science training in India as suggested by Mittal are as follows :-
1. To enable the trainee to gain competence in his particular discipline so as to fit himself into the context of his society.

2. 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.

3. To equip the trainee with a sense 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.  

S.R. Banerjee gives the following main objectives of librarianship training: 

a. To acquaint one with diffusion and correlation in the universe of knowledge.

b. To acquaint one with educational and cultural aspects as well as social & special services of the different libraries according to their types. To teach thoroughly about the duties and responsibilities of a librarian, too.

c. To make one quite proficient in all the skill and methodology of library science and in managing all about a library.

d. To train one to be methodical in all respects and sympathetic as well as helpful in the needs of library consultants.

e. To make one realise that the libraries and the librarians are to serve the readers and to invite the readers to get maximum possible various types of library services.
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.

After going through the various objectives as given by different authorities, the investigator may say that the principal objective of the library science education is to enable the student with sound substantive knowledge to acquire the art of selecting, organising and interpreting library materials for user's purposes and to prepare the student to engage himself more intelligently in the activities of librarianship so that he can discharge present and future needs of the profession in relation to the country's changing and growing needs and requirements.
REFERENCES


PRE-INDEPENDENCE PERIOD :-

"A man may die, nations may rise and fall, but an idea lives on ideas have endurance without death".

- John F. Kennedy* -

It is not traceable whether the education for librarianship existed in India in the ancient period. But as it is "the beginning of library schools", says Richardson, "have their origins not in the nineteenth century schools of America, Great Britain and other countries, but in a much earlier period of civilisation rather in the ancient period". He contends that to trace the origin of School of Librarianship we should go back to the "Schools for memorizing" or "Sruti", in Ancient India, before 3200 B.C. However, it may be said that there must have been some form of training or education for those who were concerned with the library job. "Though British influence is most discernible in India in practically every field, yet surprisingly enough the United States of America had great impact upon her in the field of library science". The administrative, economic and educational systems which we find today, are, in one sense, the inheritance of British models. This is particularly true of educational structure, which the Britisher's established in India. Macaulay's famous "Minute on Education" reflects that the Indian people would receive an English education, and the medium used would be the English language. Education in the eyes of some Englishmen had important political, religious and economical significance. 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 universities at Calcutta, Madras, and Bombay. These would provide training for the higher civil servants, and would educate Indians to appreciate the uses of commercial development on the lines of British system. But it is curious to note that the three universities were at first examining bodies and were to direct the courses of study and the syllabuses of existing colleges, but they would give no teaching themselves.

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. As a result of this change, the number of college students had grown from 17,000 in 1907 to over 60,000 by 1917. This expansion led to an increase in the number of educated unemployed. The Indian student hoped to seek employment after receiving university education as a passport to the professions, but these had not grown sufficiently to absorb them. This growth of unemployment made the government to divert some of the students into other training institutions so that they could receive a less advanced type of training. So it is no exaggeration to say that professional education for librarians has been closely linked with the university of India.
In-Service Training :-

The first formal course for training in librarianship in India may be said to have started in 1911. Prior to this there was some sort of in-service training in library routines in some of the larger libraries such as the university libraries established in the nineteenth century. One such training in Imperial Library (now the National Library) was organised by John Macfarlane, the first librarian of that library from 1901 to 1906. In subsequent years, the training programme was opened to the staff of other libraries and even to non-librarians.

Till 1903, library movement of unusual vitality did not grow in this area but first university libraries had been organised or were in the process of being organised. Most important was 'Imperial Library' at Calcutta. This library was designed on the model of the British Museum and opened its door to the public. The first librarian, Mr. John Macfarlane of this library had shifted from British museum, Mr. Macfarlane was very much familiar with library methodology and he trained the staff of Imperial Library in a nice way. Though no direct reference to this in-service training is available but B.S. Kesvan's statement confirms its existence. Statement reads : "He (John Macfarlane) and his colleagues worked so hard during the first few years after the library formation that they were able to compile and publish catalogues of a considerable number of volumes by 1905".6

Statement clarifies that before bringing out the catalogs, Macfarlane must have taught library methods to his colleagues. Reference to
this training is made by All India Conference of Librarians held at Lahore on Jan. 4–8, 1918. Later on a specific reference is made of this training in the Bengal Legislative Council proceedings and the annual reports of Imperial Library on May 21, 1932, in the Bengal Legislative Council a question, relating to specific training. If any, in library science was made by Minidra Dev Rai Mahasay. Reply was made by them the Education Minister Khawaja Nazimuddin that Syed Ali Akhtar Assistant Librarian, Presidency College Calcutta was “specially trained in the Imperial Library for 6 months in 1925, under Mr. Chapman.”

The Imperial Library Calcutta too provided training to librarians outside its town. Extract from 1930–31 annual report makes the evidence.

"Several requests have been received from time to time from persons desirous of the same to allow them to receive training in library work at the Imperial Library. There is no provision for the purpose and no regular classes are held to impart the said training. In spite of this, two students, one a state scholar from Hyderabad State Library and the other the Assistant Librarian of the Benaras Hindu University were permitted to study the work to the Imperial Library. Each of them spent about three months for the purpose and the necessary training both in theory and practice was given to them. About the end of 1930 Dr. D.C. Ganguli, M.A., Ph.D. (London) applied for the same purpose and he too was allowed to get the necessary training as a special case. Dr. Ganguli’s training was finished only recently. 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 is time that steps were taken to start regular training classes at the Imperial Library."^{9}

However, the first formal training, in this part of the world 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. He started a library class in March 1911, in the Central Public Library Baroda. William Alanson Borden writes:

"I began by selecting a class of ten men^{10} and women of exceptional ability and I gave them a thorough training in the Theory and Practice of Librarianship. After they had 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, and putting the members of the original class in as instructors. This summer class ... consists of 25 men, whose expenses are paid by the government. In future years this number will probably increase."^{11}

The teaching covered the following topics:

1. Library hand-writing
2. Measuring book sizes
3. Collating new books on their arrival
4. Testing the quality of paper
5. Repairing and binding of books
6. Preparing book cards
7. Preparing book slips
8. Preparing book plates
9. Preparing book pockets
10. Marking accession
11. Marking class numbers
12. Charging and discharging books by cards
13. Despatch of overdue notices
14. Collection of fines
15. Reservation of books

The practical work covered reaccessioning and reclassifying the books at Palace Library and cataloging of books at Central Library. Borden wanted to add one course on "Scientific Preservation of State records" but due to his short-story he could not include this course in the curriculum.

The children's section travelling libraries and rural libraries, when opened, served as laboratories to these trainees. These courses were on small scale basis which represented main feature of the early training at the Columbia University which emphasised "actual library
work under direct supervision, with changes from one department to another, to give a general experience of each of the thirty or forty divisions of the work of a great library".  

The courses were designed to train library staff for Central Library but same were open to librarians in British India. But only few could take advantage of this training. Those who came for training were from princely states of Mysore, Indore & Dewas, only one came from British India (Elphinstone college, Bombay) "Newton M. Dutt" published his book in 1924 which mentions about continuance of these courses.

In 1912, at meeting of the Baroda Library Club a proposal for establishment of a post graduate course in library science at Baroda college was discussed. According to Maharajah:

"Such a course was badly needed in India and the intense library activity of the Baroda State make that College the fittest institution to offer such a course to Indian graduate ... If his (Borden) ability to train men in his own special line could be combined with the like ability in allied lines possessed by the faculty of the Baroda College, an institution could be established that would work incalculable good to India, an institution like the one that was established thirty years ago in America ... and which has since been the largest element in putting America in the lead in library work. But this idea of general library
course for India is not new. When Borden began his work in Baroda, information was sent to every corner of India that the State was willing, without charging fees, to train people in library science... Enough came forward for Baroda, but not enough for India".

According to A.B. Clarke the principal of Baroda college, the proposed program was of two-year duration leading to a Diploma: Clarke said "We are well situated to undertake this work for we have an expert in classification and library methods (Borden), who would doubtless, gladly give his services; we have at our disposal also the whole of the college staff to lecture on the subjects which may be selected as appropriate to the course".

But this course did not come through even Dickinson (who seemed to have corresponded with Borden, who asked his butler to greet him at Bombay) made only a passing reference to his countryman's maiden attempt at starting library classes, much less to speak of the proposed post-graduate course which did not come through, Dickinson said," a library class has been held at Baroda for three or four years a result of the sojourn in the Gaekwar's dominions of Mr. A.W. Borden, an American Librarian".

Question of training in librarianship was brought by leading Indian newspaper. The Statesman of Calcutta while reviewing the report of the Imperial Library from Jan. 1911 to March 1912. The Statesman says:
"The report Report of the Working of the Imperial Library is a painful reading to all who have at heart the welfare of this great institution or who desire that India should possess a library worthy of a progressive Empire... The First blunder made was the appointment of the late Mr. Harinath De to succeed Mr. Macfarlane. Mr. Macfarlane was an experienced member of his profession. He had been for 16 years in the British Museum and his knowledge of books and the technicalities of librarianship could scarcely be excelled... The late Mr. De was a clever linguist, but a man may know a dozen languages, and yet be as incapable of managing a library as of driving a steam-engine. Librarianship is at least as technical as the work of a medical officer of health".

Under the situation Asa Don Dickinson received his assignment in India. Under this assignment, he was "to teach modern library methods to as many of the librarians of Punjab, as could be gathered together". Like Borden, he also undertook the organisation of the University Library with help of 25 young trained librarians. About University of Punjab, he writes:

"(It) is one of the eight great universities of British India. Like the seven others it is a British institution which turns out each year some thousands of native A.B.'s trained, in accordance with Lord Macaulay's famous advice, after the manners and standards of Europe and particularly Great Britain. Many of
the graduates find places as engineers or clerks "under government"; many others swell the already crowded ranks of the lawyers ... A few become missionaries, doctors, or dentists, and the rest -- and there are a goodly number left over... having all to gain and nothing to lose they occupy themselves in formenting public disorder".26

According to his Reports25 on the work at the Panjab University Library, firstly he ordered for library supplies which were not available locally and secondly be organised a course leading to certificate in library science. The class assembled in the autumn of 1915 at a short notice. It consisted of the staff of the university library and other librarians from local colleges. Educational qualifications of the first class comprising thirty students varied from honours in oriental languages to B.A. and from matriculation to non-matriculation.26 Age-wise also there was variation in classes, from Eighteen years of age to forty or more.27 Unlike Borden's, however, there was no woman in the class. However, the tradition of Melvil Dewey, Dickinson teachers, found its way when Helen Dickinson, the wife of Dickinson undertook teaching of class in library handwriting.

Mr. Dickinson gave unannounced quiz to students on first day of class meeting which puzzled the students. Quiz was relating to subjects of History, literature & general knowledge. Dickinson quotes some of the interesting answers as below:
Anonymous means (Means) a thing or work, whatever the case may be, which is passed with the general consent of a mob.

Lay of the last minstrel - at first it was written by Carlyle and they was abridged by Wordsworth.

Theodore Roosevelt was a great man. A.D. - which begins with painful results but ends with cheerful results.

Epic - which indicates painful and sorrowful substance. Robert Clive was the first man to Indian history who stood on his feet. From the career of an ordinary sepoy to serve the troubled conditions of the English in 1756 - 1771 A.D.

Heinrich Heine - from the name be appears to be a German. Philadelphia is the capital of the island of New Zealand on the East of U.S.A.

Columbus was the first sailor who sailed to India. Pierpont Morgan, - a mathematical writer.

He was surprised by one more shock when he received a thirty-page petition soon after the class began its work. Extracts of this letter read as :-

"In the state of my present despondency and helplessness, I am constrained to approach your gracious self as the ruling gem of the race of my being in government and crave your most precious opinion for my future. I am emboldened to do so particularly because of the sympathetic, generous and mercifui nature of your noble patronage to a promising although unfortunate youth. The first and foremost desire of mine that I may be taken under your gracious patronage and training for the science of which you are a master. I am willing to afford entire satisfaction
as to my humble merits and good moral character and this can only be done if your goodself graciously condescends to allow me to receive my tuition and training in such a situation where I may remain constantly under your direct observation. I will gladly present myself at your kind feet if I am granted the honour and I beg to assure you that my object is not so much to gain in "pay", as that of the fulfillment of my deep and sincere desire to learn something from your goodself and afterwards, if you will very kindly allow me, to serve you obediently and faithfully. I have no desire to incur your displeasure, to take up my above statement for an exaggerated boast, but fearing God, I would foresooth humbly state that you will find the above wordings of mine quite true. As regards my character and family, it is enough to say that you may, if so desired, enquire into, through the local authorities of my town and district. I beg to assure you that only after a little training as regards the technical side of your science I shall make my future prosperous by your grace and God. These are the outpourings of my innocent heart and I most humbly but earnestly pray that your gracious self may be pleased to give a chance to obtain training under your goodself and favour me with your valuable opinion and advice for me as to what course should I follow to obtain a training of the Library work directly under you ...

In the end I beg to state that I have a mind to consign my
life to your goodself if I am granted the honour of your kind patronage. I crave for a reply in your gracious self's own hand on the subject and hoping to be excused for this lengthy petition and praying to God for his choicest blessings upon you.

I beg to subscribe Sir

Your most obdt. servant---"29

However, he soon adjusted himself to the academic atmosphere of the university which according to him was essentially "British and European". Evidence is mentioned from what he says later about the class:

"... There was no text-book, - a serious matter indeed for Indian students whose forte is memorizing. There was joy in the ranks on the mornings when the blackboard was covered with explicit doctrine that could be transferred first to note-books, later to brain cells, and finally to examination papers. For we had examinations - four of them - and on their results were based the carefully graded certificates issued by the university in due form at the conclusion of the course".30

In addition to this, he also wrote 'The Panjab Library Primer' which served as an elementary text book of library science for the students.31
In Great Britain, then, the "Course of Librarianship" involved

1) Study in various prescribed subjects, namely:
   1) Literary History
   2) Elements of practical Bibliography
   3) Classification
   4) Cataloging
   5) Library History, Foundations
   6) Library Routine (Practical Library Administration)

2) Examination in each subject, and the writing of a satisfactory essay upon some aspect of each subject.32

As in Great Britain, American training was also heavily weighted on practical side. At Columbia University, the School of Library Economy and other schools which followed it, did not change the general trend which was set in a circular of information for 1886-8733 issued by the first school of Library Economy. During next thirty five years since inception of this school, stress was always on for producing working librarians.34 As explained by Melvil Dewey35 at Buffalo Conference of the American Library Association (1883), there were four objects underlying the curriculum.

1) Practical bibliography to teach what author and treatise are wanted.
2) Books, to teach what edition is best to buy or borrow, whenever there is such a choice.
3) Reading to teach how to get from the books what is wanted and no more most quickly and most easily.
Library methods to teach how to record, classify, arrange, index and in every way make most readily available for future use.

Hence the courses designed by Dickinson's in India consisted of following main subjects:

1) Cataloging
2) Classification
3) Reference work
4) Library Economy covering thirteen topics

In two year course, thesis or bibliography was required to be presented. According to report of American Library Association Committee on Library Schools (1900), Cataloging together with classification dominated the teaching and covered much of the students' time. The report further said "Apprentices and Library school students almost invariably think cataloging the most important part of Library work, because it is most technical and the time given to it in the schools engages them in this thought".

Dickinson's curriculum at Lahore was similar to that at Albany. It included following instructions:

1) Classification
2) Cataloging
3) Bibliography and Book Selection
4) Library Administration
5) Viva Voce

By December 1915, students finished twenty five lectures on
elementary principles. The students proceeded "to strengthen their foundations by carefully supervised practice in the university library which was continued till May 1916". His emphasis on Library Handwriting in this course had its origin in his training at Albany. Dickinson says "Each member of the class was required to practice this (hand-writing) till he had reached a satisfactory standard of excellency. If Panjab librarians, hence forth, do not write legibly and uniformly, it will be because they allow themselves to deteriorate".

Panjab Librarians maintained the standard. After Dickinson's departure in 1916, it was suspended for two years & reinstalled in 1918. The theoretical work, as in 1915, lasted until Dec. and the practical work continued up to end of April 1919. In 1921, Lala Labhu Ram, a student of Dickinson, was appointed assistant Librarian of the University. He increased the no. of lectures from twenty five to seventy two. In the IIInd half of the term after Dec., a special series of lectures by outside librarians and scholars included such subjects as

1. Study of foreign languages
2. Linguistic Survey of India
3. Book Selection;
4. Law of Copyright in England and India
5. From Tennyson to Bernard Shaw (English literature);
6. Source of provincial histories of India.
7. Oriental bibliography
8. Milestones of English Literature.
9. Library buildings, their designs and equipments.
10. Anglo Indian Literature, a study and
11. Open access and technical libraries.
In 1925, further subjects like, place of fiction in a public library, contemporary European literature, pamphlet literature with special reference to the later 18th century, special libraries, comparative study of different schemes of classifications, and study of the govt. documents etc. were included. In 1923, no. of l ectures were increased to seventy six. All these lectures were delivered by Assistant Librarian Lala Labhu Ram, who received an honorarium of Rs. 500.00 for the course work. Since 1928, only graduates were made eligible for admission to the class and in 1930 study of either French or German language was made compulsory. In 1933, five M.A.'s and in 1938, four M.A's and one M.Sc. took admission. The courses taught in 1928 were based on these outlines:

1. General information
2. Introductory and historical including history of libraries, history of the library movements, etc.
3. Principles of classification including detailed study of Dewey Decimal Classification and brief notes on Cutter's Expansive Classification, Brown's Subject Classification.
4. Cataloging including subject headings, order and accession work, shelf-listing, author and book numbers; mechanical process, library handwriting and indexing.
6. Administration, including charging system, inventory, library statistics, library accounts, binding, library furniture and fittings,
technical terms in printing and publishing rules and regulations, drafting and office routine, and Committee work.

7. Visits to local libraries.

This syllabus continued until the course was discontinued in 1947.

At the time when these developments were going on, the All India Conference of Librarians sponsored by the Government was held at Lahore between Jan 4-8, 1918. A proposal was made by C. Nagappa B.A., LL.B., then Librarian of Mysore University that "there should be a regular library school under a professional library expert, say on the model of the New York State Library School in connection with at least one large library in India." The resolution adopted at the conference recommended:

"... (a) That the assistants of such libraries as desire it should be given facilities for learning library work in the Imperial Library Calcutta, the Panjab University library and the Baroda Central Library. (b) and that these institutions should be invited to undertake the training of small groups of such assistants or any persons desiring training as library assistants, the librarian of each institution having the right of rejecting any persons applying training.".

Duration of such courses was prescribed as 6 months by the conference and also recommended inclusion of any or all of the following subjects.
1. Issuing and receiving books.
2. Drawing up orders for books and checking new books when received.
3. The work of a reference library.
4. Classification
5. Methods of Cataloging
6. Subject indexing.
7. General Library management and economy
8. Such General intellectual training as the Librarian considers possible and desirable.

The conference proposed some association librarians and library assistants and also mentioned that they should not conduct examination. The problem of education for librarianship came into light at first All-India Public Libraries Conference held between Nov. 14-15, 1919. Two resolutions were passed (i) Establishment of Library schools at all Universities and large libraries in India. (ii) Inclusion of Library courses in the curricula of teachers training colleges and schools, commercial vocational and technical schools and secondary schools. When All India Public Library Association appeared on the Library scene in 1920, it undertook, as its object, to institute "degrees in the proficiency in Librarianship and granting them to suitable persons", by opening a college of Librarianship.

No result came out of these resolutions. The university of the Panjab Library School remained the only institution offering a formal
course in librarianship. P.N. Kaula called this program as local.

But the opening of the library class at the Imperial Library in 1935, to quote one example, was effected by one of the trainees of the Panjab Library School (K.M. Asadullah of the 1915 class). Most of the trainees of this school had become important leaders in the India-Pakistan subcontinent. Few of these were Labhu Ram, the Librarian of the Punjab Public Library and the University of Panjab; Mukand Lal, the Assistant Librarian of the University of the Panjab before Labhu Ram, from the 1915 class. From 1919 class it was Ram Lal Khanna, Ram Labhaya, the Librarian of the Punjab Public Library from the 1921 class, Syed Mohammad Abdullah, the principal of the Oriental College, Lahore and Khwaja Nur Elahi, the Librarian of the Punjab Public Library from the 1933 class, Man Mohan Lal Tandon, the Librarian of Delhi Public Library and Syed Vilayat Hussain, the chief Librarian of the Pakistan Council of Scientific and Industrial Research, Karachi from 1938 class, Habibuddin Qazi, presently the assistant Director of Libraries in the Govt. of Pakistan from the 1940 class.

The classes in Panjab School continued to be held till 1947. Thereafter, it was closed temporarily because no. of students seeking admission in this program were reduced to minimum. So till 1943, University Library started offering courses every alternative year but between 1944-1946 it organised classes every year. In 1944, an attempt was made to raise the status of this course to a Diploma but it did not succeed.
From 1928, the course was open only for graduates but at the discretion of the Vice-Chancellor. Undergraduate librarians of affiliated colleges beginning from 1944 were also allowed for admission. This practice continued till the existence of the course in 1947. Admission of non-graduates to this program was the result of working Librarians campaigning for this effect so much so that according to an announcement in the *Modern Librarian* (July 1937) a Dewey College of Library Science was to start in October 1937, at which admission in its elementary course was open to those with a diploma from high school. So undergraduates were eligible, according to the announcement, to an advanced course open only to graduates. But this college does not seem to have started because nothing is known in the literature after the announcement of 1937.

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

The stem of the Panjab School was the Imperial Library training program which was started in July 1935. There were requests for training facilities & council of Imperial Library thought of to start a Library training class. A scheme was prepared in 1932 and put up for approval to Govt & was approved in 1934. A pupil of Dickinson,
K.M. Asadullah started the course at Panjab Library School. Course was on the pattern of the Panjab Library School but Diploma was awarded only after passing the exam successfully at the end. With in no time, the training class at the Imperial Library School met every alternate year and usually in those years when Panjab Library School was not in session as following the pattern of parent institution at Lahore course was consisted of Theoretical lectures and supervised work in the library. It was spreaded over a period of six months. This course was open to working librarians from all over the country including the princely states, 300 applications were received but only 20 persons could get admission. The distribution of the students according to states was as follows.

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
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<tbody>
<tr>
<td>Bengal</td>
<td>9</td>
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<tr>
<td>Bihar &amp; Orissa</td>
<td>2</td>
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<tr>
<td>Bombay</td>
<td>2</td>
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<tr>
<td>Central Provinces</td>
<td>1</td>
</tr>
<tr>
<td>Delhi</td>
<td>3</td>
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<tr>
<td>Punjab</td>
<td>2</td>
</tr>
<tr>
<td>United Provinces</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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Though the course was meant only to working Librarians who were non-graduates, the successful students in the first class included...
6 M.A.'s, 1 M.Sc., & 9 B.A.'s. Following subjects were included in the syllabus.

1. Classification - Theoretical & Practical
2. Cataloging - Theoretical & Practical
3. Book Selection
4. Bibliography
5. Reference work
6. Library Organisation and Administration
7. Library Handwriting.

Seventh class was the last one and it was held in 1945-46. Thereafter, sessions were not held. 86 Librarians were trained under this course. According to B.S. Kesavan, all librarians "have been occupying positions of honours and trust in the libraries of the country". However, by this time Bengal Library Association had come into existence. They organised a library worker's Training Camp at Bansheria (1935). It was held under auspices of the Hoogly District Library Association. It followed by a regular course of instruction in 1937 leading to a certificate in Library Science. This course is continued even today.

In addition to this Calcutta University started a Diploma Course in 1945.

While the program at Lahore was coming into existence S.R. Ranganathan himself was a student of Library Science at the school of librarianship, University College, London (1924). "He was very critical
of Library School, for its lack of Co-ordination and for the disjointed way in which information was presented."\(^{70}\)

Before he returned to India in 1925 to take over as Director of the University of Madras Library, he visited some 120 libraries of all types & sizes. Describing the experience, Ranganathan says,\(^{71}\) "Indeed, even as a student of Library Science I found the bewildering variety in the practices of libraries in the west not to be the result of purposeful variations in all cases but to be unintended ones due to drifting along without a normative force".

If we look back to the Panjab Library School and earlier training at Baroda, one finds that courses introduced in India were also nothing than the techniques. However, with the passage of time, Panjab Library School was able to establish these techniques into a systematic syllabus by adding to it an assortment of cultural subjects through the medium of supplementary lectures. This development is evident from 1925 and understandably so because of the influence of the English orientalist, A.C. Woolner, who was heading the University Library as its Honorary Librarian. The Course developed at the Imperial Library by an alumus of the Panjab School represented its strong influence.

During this period Ranganathan came having training and experience of British Librarianship. He being a mathematician and teacher was quite active enough to understand the problems being then faced by
profession of Librarianship. S.R. Ranganathan with his unifying 'Laws of Library Science' and a new classification scheme devised to provide a normative force, started his work in Madras. Ranganathan started the work with great interest to make it quite popular through library courses. He considered it more than art to him. He wanted to solve the problems, to which a reference has been made earlier by using scientific methods. With this view, under the leadership of S.R. Ranganathan a short term certificate course of three months duration was started by Madras Library Association in 1929. For instruction and practice work, S.R. Ranganathan provided the facilities of his university library newly organised on "Scientific Methods". In Dec. 1928, S.R. Ranganathan delivered a series of lectures to an audience of 1000 teachers at Chidambran. These teachers were assembled there to attend the Conference of the South teacher's Union.

During 1st three years the Madras Library Association Course was open to college & school teachers. It was with a view to spread modern "Library idea" in the community and to establish a modern library outlook rather than to teach library techniques. It was felt that the country was not prepared for a full fledged one or two year course. But at later stage admission was made open to practicing librarians in colleges and other institutions. Few of these librarians were undergraduates. Ranganathan did not want to produce librarians without sufficient opening of jobs. He says, "At that time neither
owners of libraries nor librarians realized the possibility of a training
for librarians. It was only a training in anticipation (that the Association
offered courses to create a favourable - climate for future undertakings)\(^\text{76}\).

He formulated his famous Five Laws of Library Science\(^\text{77}\) (1931),
developed his 'Colon Classification' (1933)\(^\text{78}\) and the 'Classified Catalog
Code' (1934)\(^\text{79}\). Describing the library science in India of the 1920's
during which training programs were instituted, Ranganathan says:

"In India Library education started almost simultaneously
with the development of libraries. There were not sufficiently
well conducted libraries to provide opportunity for good
apprenticeship. On the other hand, unlike the library schools
in other countries, the Indian Library schools were established
after the Laws of Library Science had been formulated
and came to be used as a unifying factor"\(^\text{80}\).

Yet at another place, he says:

"In other countries formal education—particularly, at the
university level began several decades after the public
library system was developed and academic libraries had
been in existence for nearly a century. Therefore, in those
countries library education began more for training people
for the day to day work. The subject was taught as a bundle
of techniques. There was no unified approach to library
science as a whole"\(^\text{81}\).
Looking to popularity and usefulness of the course, the university of Madras took it over in 1931. In 1937, an improvement was made certificate course was converted to full time post-Bachelor's course of one year duration which led to Diploma in Library science. At this university based school, the course of studies played an important role in the development of future programs in India as would be evident from what Ranganathan said on this subject in 1967.

"The course of studies developed by this school has influenced the course of studies in most of the twenty eight post graduate library schools and an equal no. of schools for semi-professionals scattered throughout the country. The continuing influence of the Madras school could also be seen in the recommendations of the course of studies in library science made by the University Grants Commission two years ago (1965)." ^82

Until 1941, Madras Library School was the only Post-Bachelor's Diploma Course was started in the region. In 1935, a diploma course was started in Andhra Pradesh but it did not exist between 1937 to 1947. ^83 The other schools which followed the Madras Library School were the Banaras Library School (1941); the Bombay Library School (1943) and the Calcutta Library School (1945). "These new schools" according to Ranganathan "did not observe the simple principle of supply and demand. Some began to run even evening courses to clerks..."
employed in offices and to persons without any employment (of these schools, Calcutta still continues to offer only evening courses). This was the beginning of the trouble due to making the training a ritual and carrying it too far in anticipation".\(^8^4\)

In 1945, the Madras legacy was carried to Banaras when Ranganathan assumed change of the University Librarianship with the joint title of professor of library science. In 1947, Ranganathan was invited by Sir Maurice Gwyer the then vice-chancellor of Delhi University to set up a full time Department of Library Science which was to be separate from the University Library and to offer degree courses in Library Science.\(^8^5\) So it was the Delhi Library School which become full fledged in 1947, outside the administrative control of the University Librarian and also the first school to offer a degree and research course in library science. Thus, the school which was established by Ranganathan offered the following programs:

1. One year post-Bachelor's course leading to Diploma in Library Science.
2. One year post-Diploma Course leading to the M.Lib.Sc. degree.
3. Research Course of two or more years duration leading to the Doctorate.\(^8^6\)

The school emphasised the blending of "Practical with theoretical work" with University Library serving as a Laboratory.\(^8^7\) Four candidates received Diploma in Library Science in 1948.
Inspite of all those developments Library education was not limited to university premises only. Library associations used to take care of the problems of professional education in the country. Associations had suggested to start an All India Conference Course. As per the advise of All India Conference of Librarians, Lahore, Jan 4-8, 1918 Indian Library Association during its inauguration during 1933, did not start library training itself but included "Promotion of training of librarians" as one of its three objectives. Association also started reviewing the training situation at its annual conferences. At second All India Library Conference, Lucknow (1935), issue of standards for Library training was taken. A suggestion was made that standard syllabus should be specified. Based on that a nine month course was proposed by Sant Ram Bhatia who at that time was joint secretary of Punjab Library Association. Following subjects were included in the syllabus:

1. History of Indian and Foreign Libraries
2. Organisation and Administration.
3. Book Selection
4. Classification and subject Headings.
5. Cataloging
6. Reference and Bibliography
7. Technical Problem (Library routines)
8. Printing, Binding and Indexing
9. Practice work (work in local libraries for a week or two)
Third All India Library Conference was held at Delhi during Dec 22-24, 1937. It proposed that "Indian Library Association be requested to set up a committee on whose the existing library training courses be represented to examine the curriculum etc. of these centres with a view to achieving standardization and uniformity in library training". Based on this proposal, Indian library Association wrote to Imperial Library, Calcutta, the Madras university library and the Panjab university asking their cooperation in setting up the proposed committee. Letters written to these libraries also makes a critical appraisal of the existing training practices. The letter says:

"So far, training in librarianship is imparted in three places... and it is most desirable that the syllabus of studies and the standard of examination should be put on a uniform footing, in order to bring the training as much on the lines followed in foreign school of librarianship. In fact there is little, if any cooperation between the ... three centres, and it would not be suggesting too much, if I were to say that time has come when efforts should be made to coordinate the efforts in this direction, and thus to place the training in this country above criticism.

As an instance of this criticism question is accrually raised in certain quarters, (which is correct to a certain extent) that the conducting of these classes and subsequent examination is in the hands of single individuals, which practice is liable to give wrong impressions about the result. It is not only to avoid that, but also to improving the training given that it is suggested to set up a committee which should consider the syllabus of studies and suggest ways and means for coordinating other duly qualified individuals in the imparting of training.

Even where teacher-professors are appointed for university examiners, outsiders are not entirely left out, which fact is bound to inspire more confidence both in the minds of the examinee, and the examiner. Acting upon the same principle it has been suggested that the training classes should not be an exception to this rule. Apart from what has been said above it is desirable that the standard of teaching and examination should be uniform, especially
to avoid the conflict that arises when students from various parts of the country who have received training at different centres happen to work together either in the same library or in the same area. A lot of difference in their views, in their teaching, and in their practice, etc. are experienced on such occasions. Again, it is a fact, that in all classes the period of training is not the same whereas it is most desirable that uniformity should be observed in this respect... It is proposed that the Educational Commissioner with the Government of India may be asked to preside over this committee which also would include some representatives of this Association.91

A suggested scheme was circulated by Association for training in librarianship which proposed two different programs. One for under graduates of a minimum period of four months,92 and second to graduates of a period of one academic period. The former designated as Diploma Course was University based programme with permission to the Imperial Library to conduct such a program. The other, named as the certificate course was a local association - sponsored program under the supervision of the Indian Library Association, which would prescribe the syllabus. The universities had permission to sponsor their own certificate courses. The proposed program for the certificate course included the following subjects:

1. Classification
2. Cataloging
3. Library routine and organization
4. Reference work and book selection
5. Bibliography

The Diploma Course, on the other hand, included the following subjects:

1. Classification (Theory)
2. Classification (Practical)
3. Cataloging (Theory)
4. Cataloging (Practical)
5. Library Administration
6. Reference Work and General Bibliography
7. Language in addition to student's mother tongue, Arabic, Bengali, French, German, Gujarati, Gurki, Hindi, Hindustani, Iranian, Marathi, Sanskrit, Tamil, Telugu, and Urdu, a working knowledge of one of these languages.93

These attempts did not bring any result is evident from the deliberation of the Sixth All-India Library Conference, Jaipur, April, 1944. Once again a request was made by the conference to authorities of library training to examine the possibility of introducing a uniform pattern of training with regard to duration and content of courses.94

When all these developments were in sight, Govt. of Assam, in 1939, organised a short course of twelve lectures in classification, cataloging and library routine at the Teachers Training College.95 An other attempt was made at Bezwa which resulted in a training class of fifteen days covering seventeen subjects under the auspices of the Andhra Desa Library field workers Association of Bezwa.

The Indian Library Association took a strong exception to the proliferation of capsule courses and those offered by unauthorised
bodies writing editorially the Association's official organ says:

"... Once more we have to revert to this rather important topic, but from a different point of view this time. We learn that certain persons have advertised to give training in librarianship through correspondence and prospectus has been issued ... The Association although standing for the "Promotion of training in librarianship cannot lend its support... to training being left in the hands of irresponsible person or bodies or allow that to be made a source of income. Some more centres for imparting training are coming into being and the demand for trained librarians increases more centres could be established. but it is the duty of every well-wisher of the profession and library movement in the country to discourage. These money making ventures we have no hesitation in saying that their establishment is sure to do more harm to the profession than good."
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4. Ibid., p. 117.


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9. Imperial Library, Calcutta, Report of the working of the Imperial Library, for the period from 1st April, 1930 to 31st March, 1931, Calcutta; the library, 1931.


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67. Ibid.

68. India, University Grants Commission, Review Committee:Library Science in Indian Universities, Report, p. 3.


70. Hintz : Education for librarianship in India, p. 2.

71. Ranganathan, S.R. : Preface to library science, Delhi, University of Delhi, 1948; p. 93.

73. Ibid.
76. Ranganathan: Future of library service and library science in India, p. 4.
77. These laws are: (1) Books are for use; (2) Every reader his book; (3) Every book its reader; (4) Save the time of the reader; (5) Library is a growing organism. (S.R. Ranganathan: The Five Laws of Library Science, 2nd ed., Madras, Madras Library Association, 1931.
81. Ibid.
82. Ranganathan: Library development in Madras State, pp. 45-46.
84. Ranganathan: Future of library service and library science in India, p. 4.
85. The department was organised in 1946 in the faculty of arts. But its first full-time professor and effective founder was S.R. Ranganathan (see Morris A. Gelfand; Survey of University of Delhi, Department of Library science, p. 2.)
86. India, University Grants Commission, Review committeelibrary Science in Indian University, p. 3.
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POST-INDEPENDENCE PERIOD:

In 1947 due to partition of India-Pakistan, Dickinson's school at Lahore was closed temporarily. So newly created Pakistan was having no training facilities. India, however, continued to develop its program at the Delhi Library School. However, the situation at some schools was not satisfactory. It is evident from the report prescuted at the International Federation of Library Associations at its session of 1949. According to report -

"The Universities at Benaras, Bombay, Calcutta, Delhi and Madras continued their schools of library science. Bombay has only a part-time evening course extending over one academic year and it admits non-graduates also for training. Benaras and Madras admit only graduates and give a full time course leading to the University Diploma. Calcutta has a shorter course. Delhi also admits graduates and the course is full time".

Progress of Delhi school was quite reassuring in this situation. Based on a two year course including the Diploma as its first year in 1949 two graduates received the B.Lib.Sc. degree. In 1949, the B.Lib.Sc. Course was changed into the M.Lib. Sc. First degree was received by three candidates in 1951. Since 1950, a weekly seminar had become the regular feature of the instruction program at Delhi. Subjects included in discussion were Classification, Cataloging.
& Library organization. In 1952-53 two students joined in the school's doctoral program. Later on, one dropped and only one candidate D.B. Krishnarao received his doctorate in 1957. According to Morris A. Gelfand "His thesis 'Facet analysis and depth classification of Agriculture' was unanimously approved by a distinguished panel of three British Librarians who agreed that it was a significant contribution in the context of Dr. Ranganathan's theories of classification". The only school established after independence was that at the Aligarh Muslim University. It was started in 1951. Till 1958 it had only a certificate Course which was of 4 month's duration. In 1958, it added a Bachelor Course to its programme. 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. In this development Ranganathan saw the possibility of an "All India Institute of Library Science which could also serve an All Afro-Asian Institute. In 1959, this establishment of chair created a separate department with several posts : one Professor, one Reader & two lecturers. Still the department offers a B.Lib.Sc. Course only, though M.Lib.Sc. Course also stands approved since 1960. However, a certificate course offered twice a year at the University does not fall within the administrative control of the department. The University librarian who does not teach any course at the department offers this course. A post-Bachelor's course leading to the University Diploma was started by M.S. University, Baroda and University of Nagpur in
the year 1956 and also by the University of Poona and the Vikram University in 1958. Designation of Diplomas is now changed by these Universities to the degrees B.Lib.Sc., Vikram in 1964, Baroda & Poona in 1965 and Nagpur in 1966.

An interesting development took place in the non-university settings at the Executive Committee meeting of the Government of India Libraries Association (Nov. 27, 1948). Non-technical library employees in various government libraries at the centre put their demand for a certificate course which was offered by the committee. It, however, took three years to find a suitable sponsorship for it. Course was offered in Sept. 1951. When offered it was a post-graduate Diploma Course and not a certificate course as originally proposed.

All graduates already working in Government Libraries were eligible for this course. It was designed as a part-time course for persons in-service training. Duration of course was one year. Importance of this course was as much as of any Diploma Course offered by Universities. Diploma was awarded to success trainees by Ministry of Education, which had their representation on the committee supervising this course. This course continued till 1960 and during this period 96 librarians were trained.

The Indian Association of Special Libraries and Information Centres held a symposium in 1957 on the "Training of special librarianship in India". During its second conference at Calcutta, Ranganathan, in his paper read at the symposium, says:
"In India, it is University libraries, Government ...... Libraries ...... which should do documentation work and service..... The course for the master's degree in library service (therefore) pays much more emphasis on documentation and provides alternative subjects, for the benefit of those who are not special librarians. In these circumstances, it is nothing but imported confusion to speak of separate courses for special librarians and general librarians."\(^{13}\)

At the time when all these developments were going on, the UNESCO Seminar on the Development of Public Libraries in Asia, Delhi, October 6-26, 1955, provided a forum to discuss the problem of education for librarianship in the region.\(^{14}\) Amongst the recommendations of the Seminar were

(i) The creation of a central recognised authority (preferably the National Library Association or the Central Library Board) to lay down standards and accredit library schools.

(ii) The institution of graduate training by Universities or similar institutions with a full-time staff of senior librarians with practical experience.

(iii) The institutions of a non-graduate training.

(iv) The preparation of library school teachers by sending abroad library school teachers not for training in librarianship but for training in the teaching of librarianship and also by bringing from abroad teachers in library science to train local teachers in the organisation and management of school.
Discussing the question of overseas training, the seminar came to the conclusion that:

"For some time to come there will be great need for the opportunities for training overseas in library systems more advanced than those of Asia, UNESCO and other organisations responsible for awarding fellowship for overseas training should consider the possibilities of increasing such facilities... Trainees should spend longer periods in a single institution. Internship may be more valuable than observation."

In India, graduate courses were already running at 4 Universities one of these four Universities (Delhi) offered even a research course leading to Ph.D. in Lib.Sc. Three of these four Universities were developed under guidance of Ranganathan. At that time, non-graduate training was the abounding one, that caused the concern of the seminar as well. But when realised the importance and need of such training, the seminar made recommendations which read:

"---- The existence of many short courses in training is evident of this need for further qualification.

While recognizing this need, an increase in the number of short courses, leading to a certificate of doubtful value, or no certificate at all is deprecated.

The best solution to this problem, it is suggested would be institution of an external examinations at a national level, leading to the award
of a nationally recognised Diploma. An appropriate body to institute such an examination would be the National Library Association or nationally recognised university already administering a library school. It is essential, however, to the success of such a proposal that there should be only one recognised system of examination, no examining body, and also a high pass standard, so that a resulting diploma would have a recognised status. The diploma could well be at two or three levels, one leading to the other.¹⁶

The terms of reference of the Advisory Committee for Libraries appointed in India (1957) after the seminar included among other things the examination of the "question of the training of librarians and the conditions of their service".¹⁷

The Committee observed that the objectives of most of certificate courses were not well defined & it was difficult to differentiate between professional and semi-professional workers.¹⁸ Two of the Universities were still allowing undergraduates for admission to professional training programs. More than 50 percent of the students time in Diploma Courses was covered by classification and cataloging only. This was true of the advanced course offered at Delhi. A national scheme of studies for training in librarianship was recommended. Three levels of training were proposed in the report.¹⁹

1. Semi-professional level, requiring training methods and routines.
2. Professional level, requiring a sound training in general librarianship.
3. Advanced or specialised level for the leaders in the profession.
The semi-professional training was again divided into two to four weeks' duration and training for library clerks. Library Associations conducted the course for library clerks.

The committee was very much opposed to elementary courses being offered by Universities. The committee recommended that such courses should be taken by State Governments through their state libraries in the event of unpreparedness of a local association to offer such a course. As per the recommendations Government was to prescribe standards with regard to its syllabus duration and the selection of teachers and conduct of examinations. Besides Universities, State Govts. and national library were also to sponsor the professional course of the first level. For examining the questions of teaching methods and conduct of examinations; committee recommended an appointment of an expert committee. It was also recommended by the committee that the financial assistance to the existing diploma courses on the first instance should be provided by the University Grants Commission. This was recommended in order to enable the universities running classes in library science to create separate departments of library education.

In 1958, under the provisions of the 2nd Five Year Plan the Ministry of Education set up the Institute of Library Science at the University of Delhi. The objectives of the institute were to prepare librarians for district and public library systems in the country; to prepare teaching materials keeping in view the country's need; and to do research in the
problems of Public libraries in India. One reader and four lecturers were appointed. Temporarily, the institute continued to work under the university librarian who was also the Head of the Deptt. of Library Science. On Feb. 1, 1960, to head the institute a separate director was appointed but this enlarged department, with the institute included in it, did not work out coordination between the two units. The institute could offer only one refresher course of three months' duration and trained fifteen librarians from various states of India.

The administrative problems with regard to its status in relation to the university library were continued to face by the Institute which was established in India in 1959. From the Rockfeller Foundation, the institute received a large grant, under which a five-year programme developed included provisions for research fellowships, seminars, advanced training for its faculty in the united states, visiting professors from the USA for four years and funds for library material and equipment. Until late in 1961, the implementation of this grant did not begin. At the Regional seminar on Library Development in South Asia held at Delhi between 3-14, 1960, Director-General of UNESCO in his message conveyed that to serve as a regional training centre, the institute offered a most promising possibility. The institute was closed in July, 1964 and on an adhoc basis shifted its staff to the Department which still continues to function. In 1960, a diploma course was started in the Osmania University, Hyderabad and the Panjab University, Chandigarh. Osmania University
changed it to a B.Lib.Sc. degree in 1965.

In 1960, new development took place when polytechnics for women came into being in India. The central Minister who was responsible for the institution of such polytechnics desired the inclusion of library science in their curricula at undergraduate level. For such institution, Bangalore, Chandigarh and Delhi were selected as centres, with three years' duration but at Ranganathan's instance at Bangalore, where he served as chairman of the courses committee, it was reduced to one year's duration but the Delhi & Chandigarh still offer a two years' course.\(^{25}\)

The question of training of librarians discussed at another regional seminar on 'Library Development in South Asia' at Delhi between October 3-14, 1966 which was organised by UNESCO. According to the seminar, the main problems in this direction were the absence of full-time teaching staff and a uniform and standard curriculum.\(^{26}\) The recommendations of the seminar were:

(i) There should be adequate training facilities for preparing librarians and that, to begin with such a training should include
(a) a basic Post-graduate course, and
(b) a certificate course of three to five months duration.

(ii) The Universities should undertake the Post graduate training but specialised training beyond the basic Post-graduate level should be the responsibility of institutions, such as the National Library, recognised by the University.
(iii) Post-graduate courses be given in constituted departments of Library Science with full-time staff, and with the heads of the departments being at least at Readers status was also proposed by the seminar.

(iv) To provide training in advanced and special fields of librarianship, there should be a regional centre in one of the Universities.

In 1957, the University Grants Commission (UGC) appointed 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 a problem of training of library personnel and submitted its reports to UGC in 1959.27 It recommended that 'It is desirable for the commission to appoint a committee of experts to examine the question of improving and coordinating the standard of teaching and research in the department of library science and to give advice on the course of studies standards and examinations.28

In 1961, U.G.C. appointed a Review committee under the chairmanship of Dr. S.R. Ranganathan "to review the standards of teaching and research in Library science- in the Universities."29 The recommendations of the Library Review committee appointed by the University Grants Commission which read:

"At the beginning, some of the universities called the Post-graduate course in Library science as diploma course. In due-course the content and the standard of work in the diploma
course in library science have been gradually improved and today it has attained the same standard as the B.Lib.Sc. Course. We are, therefore, of the view that the diploma course in library science in these universities should be redesignated as the Post-graduate B.Lib.Sc. course and should enjoy the same status. For the purpose of appointment and promotion in libraries and in the departments of library science, and for admission to the M.Lib.Sc. course the holders of the Post-graduate University diploma of the past should be treated as par with the holders of the B.Lib.Sc. degree of the present.\textsuperscript{30}

In 1961, the appointment by the University Grants Commission of a Review committee was resulted in the expansion of schools in India. It also examined the question of improving the standards of teaching and research in library science and to determine the various types of Universities courses. In late 1968, the committee finished its work. The report remarked that the quality of entrants to library courses was very poor and the part-time staff which was drawn from the university library conducted the teaching in most of the schools.\textsuperscript{31} Objectives, perscribes outline syllabi for B.Lib.Sc. and M.Lib.Sc. courses are defined by the report. It also spells out sector for research in library science.\textsuperscript{32} The report also includes: the recommendations for pre-admission six months apprenticeship in an approved library; non-inclusion of certificate courses
on the university curriculum; a staff student ratio of 1:10 at the B.Lib.Sc. and 1:5 at the M.Lib.Sc. level; dropping of viva-voce tests from the examination; cessation of the practice by employing part-time teachers in library schools drawn from the universities Library.  

As a result of this report, in 1965 a Master's course in Library Science was started by Banaras Hindu University and based its syllabus on the lines prescribed in the report. In 1967, Bombay University also started this course.  

In the field of special Librarianship and documentation work, despite Ranganathan's assertion in 1957 that it was nothing but "an imported confusion to speak of separate courses for special librarians and general librarians". Special courses for special librarians and documentalists were started by the DRTC in 1962, under the guidance of Ranganathan, and the INSDOC in 1964 and the Indian Association of special libraries and Information centre in 1966. Ranganathan remarked:

"In 1962, a vague sense of the need for documentation service developed in certain industrial and research organisations. This feeling was not only vague but also feeble. Professor P.C. Mahalanobis, a member of Planning Commission, had the vision to see that this aspect of library training should be taken on hand without any delay. He also felt that it was too early for a university department to take it up".  

With this background, P.C. Mahalanobis founded the DRTC at Bangalore and placed it under Ranganathan's directorship. The DRTC
offers specialized courses in the theory and practice of documentation and awards (1) an associateship on the basis of examination and report of professional work; (2) an Associate Fellowship on the basis of report/thesis; (3) a Fellowship for outstanding contributions and published works in the field of documentation. For working librarians who have one year's experience and a university degree in library science are eligible for admission to the Associateship. This course extends over twenty months. The candidate who have a M.Lib.Sc. or an Associateship of the centre are eligible for admission to the Associateship Fellowship. The duration of this course is of two years. The centre has a full-time staff consists of one national professor, one professor, one senior lecturer and one part-time lecturer whereas the no. of seats for the students are six for ADRTC and four for AFDRTC. In 1961 and 1962, two six-week courses on teaching of library science has also been offered by the DRTC. The Government of India has also recognised the Associateship of the DRTC as equivalent to a M.Lib.Sc. degree of an Indian University. In 1961, the Indian National Scientific Documentation Centre, has provided an apprenticeship training and in 1969, a short term course for Asian documentalist. The centre realised that for the country's need, the number of students trained at DRTC was far too less and therefore, it started its training programme in 1964, which has one year duration. This course emphasises both on the practical and theoretical aspects of documentation and reprography and awards a degree on the authority of the Council of Scientific and Industrial Research (CSIR). The candidate, who has second
class in MA, is eligible for admission in this programme. In case of deputed candidates, this requirement is relaxed. The INSDOC at one time attempted to work at some cooperation with the Delhi Library School which would result in the granting of a University degree for the training offered at its centre but with no result.

In a number of seminars, the problem of Library education is discussed. In one of these H.C. Mehta said:

"Many of our library schools are still not separate departments of library science, but are still attached to the University Library and the senior officers in charge of the University Library management are assigned the teaching work in the department of library science. The new departments are also committing the same faults of not creating a department of library science as a full-fledged department. The principal that is accepted by the university for teaching in any subject field is to establish the department and allow that department to develop its teaching programme in that subject field. This is not applied to library science in many universities. There are two factors which are responsible for this attitude: (1) the universities believe that if they accord the academic status to the library staff, then they must do the teaching work; (2) the library staff is in the fear that they will not be given academic status that is why they try to catch hold and at times becomes instrumental in creating such departments."
Indian Association of Special Libraries and Information Centres (IASLIC) organised its second seminar on 'Education for Librarianship in India' at Panjab University, Chandigarh during 28th September-1st October, 1962. Twenty one papers were read by eminent persons in the field touching various aspects of library education such as admission requirements and tests, medium of instructions, teaching staff, University in standards of courses etc. The seminar in its resolutions passed, recommended for (1) training scheme for teachers of library school; (2) Uniform standards in the matter of contents, duration, qualification for admission, fees etc. of the certificate courses in library science maintained all over the country.

Another 'Seminar on Education for Librarianship' was held in Bombay under the joint auspices of the SNDT Women's University and the University Grants Commission, on Dec. 1-4, 1965. The seminar was unique for several reasons. First, the UGC financed the seminar, secondary, it was organised by a women's university and thirdly, the seminar discussed at length teaching methodology in Librarianship. Among the principal recommendations of the seminar as a whole were:

1. There should be only three types of courses: M.Lib.Sc. 2 years duration and Full-time B.Lib.Sc. 1 year duration and Full-time Certificate course 1 Academic year's duration and Part-time.

2. There should be standardization in the qualifications of examiners appointed for library science examinations.

3. Class discussion should be encouraged and there should be less and less reliance on lecture notes as a method of instruction.
Seminar on 'Education for Librarianship in India and America' was held at the Banaras Hindu University between February 10-12-1966.

Speaking of the Delhi Library school, Gelfand, in his survey, says:

"Delhi university's Department of library science is an excellent strategic position to assume national, if not regional, leadership in the training of librarians. Situated in the intellectually exciting environment of India's leading University and several important libraries in Delhi metropolitan area, the Department possesses advantages far superior to those of most of the other Indian University departments of library science."

Later on, Gelfand in his report points out, that these assets did not produce excellence in teaching and research. With this background of Gelfand's survey of the Delhi Library school, another seminar on the 'Teaching of Library Science' was organised by the Delhi Library School between September 2-4, 1966. The fact is that even after the UGC committee Report the situation in India did not change very much. It is evident from the purpose of the Seminar which is outlined by S. Bashiruddin in his introductory remarks at the seminar. He stated:

"with the overwhelming evidence of the uneasiness creeping into the minds of working academic librarians and others on the palpable incompetence of a library personnel trained under a system long superseded by radical changes in educational programmes at University level, we decided to meet out
colleagues in the country at a seminar to tackle the question: what kind of librarian is needed for this changing library and how should he be prepared?... Is one-year enough for the type of training (needed today) ? Must we follow the division of topics as categorized by Melvil Dewey in 1876 or should we recast the curriculum into a new mold suiting our present needs ? Is it wise to separate the Department altogether from the library or should it continue under the university librarian as its ex-officio director as in some countries ? Should we test the applicants to admission or not ? Should be allow classification and cataloging the wheightage in the curriculum as at present or should we reduce it ? Should we approach the University Grants Commission to consider the proposal of instituting a central school of training of library teachers ? We felt that we have reached a critical point in the growth of the profession, at which library school must re-examine the assumptions on which professional education has been based.46

The Seminar among other things recommended;
".... the enlargement of the contents of B.Lib.Sc. programme by addition of two more papers on literature studies in the fields of sciences or social sciences, or humanities, and combination of the existing papers, such as classification theory and practice and cataloging theory and practice;
the provision for specialization in a wide range of subject fields in the M.Lib. Sc. programme; the institution of inter-disciplinary teaching and research; and most importantly, the formation of mechanism for accreditation of training offered by the University".47

On 19th Dec., 1969, the teachers formed the Indian Association of Teachers of Library and Information Science (IATLIS) at Bangalore at the time of the DRTC Annual Seminar. In the year 1972, the Documentation Research and Training Centre (DRTC) under the sponsorship of Indian Statistical Institute (ISI), held its annual seminar and discussed the issue relating to the courses leading to the Master's Degree in Library Science/Documentation.48 More than twenty library science teachers and librarians contributed to the enrichment of the seminar.

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, Delhi and was organised by the Department of Library science, University of Delhi. During the workshop more than 30 papers were presented and discussed.

The Seminar on the "Problems of Library Science Education in India" was held in the Panjab University Library, Chandigarh from Feb. 25-26, 1977. Seven papers were read at the seminar by the experts in the field touching the various aspects of library science education. Among the principal recommendations of the seminar as a whole were:
More stress should be laid on practical training. So that the students are better equipped for taking up jobs in various capacities in libraries. In a deptt. of Lib.Sc., the core staff must be whole time teachers. In view of the rapid advancement in the field of lib. and Inf.Sc., the U.G.C. may be approached to authorise holding of regular Refresher courses/Summer Institutes/Specialized courses, for updating the knowledge of working librarians and teachers in Lib.Sc. Proper surveys should be made to assess various kinds of job opportunities and the man-power requirements. Some sort of uniformity should be maintained in the training programmes at the national level. More avenues of development of profession be explored.

The seminar on 'Library and Information Science Education in India' was held from August 3-8, 1977 at the Department of Library Science, University of Delhi, Delhi. Eleven valued papers were presented at the seminar by the experts in the field touching various aspects of library education, viz;

Objectives, levels, duration and admission requirements for library and information science courses;

Syllabus for Bachelor and Master's Programme;

Research Programme in Library and Information Science;

M.Phil and Ph.D. levels;

Computer based information services;

Methods of teaching and evaluation in Library and Information Science;

Status, faculty and administrative set-up of the Department;

Accreditation of Library Science Courses;
National Policy on Information Science Education;
Inter-departmental Co-operation;
Continuing education for the teachers in Library and Information Science.

LEVELS OF TRAINING :-

India has now four distinct levels of training leading to a certificate, Diploma or Bachelor's Degree, Master's Degree and Doctor of Philosophy in Library Science. These may be summarised as follows:

CERTIFICATE COURSE :-

The object of the course is to train personal who may be required to manage the school and small public libraries and to work as semi-professionals in large public and academic libraries for doing repetitive and routine jobs. The duration of the course differs from three months to one year. This course is at present conducted by State Library Associations and State Central Libraries. Where there is no arrangement, universities are conducting this course in the states.

DIPLOMA OR BACHELOR'S DEGREE :-

This programme supplies the bulk of professional librarians. The objectives of this training as viewed by the U.G.C. Review Committee Report (1965) are given as under:

(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 technique of librarianship and management of libraries. At present, there are 51 universities in India imparting training leading to B.Lib.Sc./B.Lib. & Inf. Sc. degree (Appendix 5).

MASTER'S DEGREE IN LIBRARY SCIENCE :-

In 1948, S.R. Ranganathan started advanced Training in Librarianship leading to Master of Library Science (M.Lib.Sc.) degree at Delhi University. Delhi University had the distinction of being the first University in the entire commonwealth of nations for providing training leading to M.Lib.Sc. degree till 1963. In the year 1965, Banaras Hindu University started the same course, followed by Panjab University (1970), Vikram University, Karnataka University and so on. At present, there are 24 universities which have facilities for advanced level training in librarianship leading to M.Lib.Sc. or M.Lib. & Inf. Sc. degree. The objective of the course is to acquaint the student with the attributes of the universe of subjects, particularly its development and structure; to give the student specialised and deeper knowledge of the use of the documents of the psychology of readers, and of the theory and practice of dissemination of knowledge embodied in documents in different types of libraries; to make the student proficient in the design development and use of advanced library techniques and tools and in the management of particular types of libraries; to acquaint the student with methods of research.

MASTER OF PHILOSOPHY :-

It was started by university of Delhi in July 1978 for the first
time in the country. Objective of this degree is to train persons for senior professional position & teachers of library and information science.

**DOCTOR OF PHILOSOPHY IN LIBRARY SCIENCE (Ph.D.) :-**

Previously, facilities for research in library science leading to Ph.D. are available at only the University of Delhi, and at the DRTC, Bangalore. Recently, some other Universities have also started this programme. These are:

1) Andhra University; Waltair;
2) Banaras Hindu University; Varanasi;
3) Bangalore University; Bangalore;
4) Bombay University; Bombay;
5) Burdwan University; Burdwan;
6) Calcutta University; Calcutta;
7) Delhi University; Delhi;
8) Jammu University; Jammu;
9) Karnataka University; Dharwad;
10) Kerala University; Trivandrum;
11) Madras University; Madras;
12) Mysore University; Mysore;
13) Panjab University; Chandigarh;
14) Poona University; Pune
15) Rajasthan University; Jaipur;
16) Vikram University., Ujjain.

Objective of this degree is to guide the students to select
a problem or subject in library science/documentation for investigation; to guide the students in doing research in the subject selected and present a thesis, to train the students in the methodology of research and in productive ways of doing research.

**TRAINING IN DOCUMENTATION AND INFORMATION SCIENCE :-**

Training in documentation and Information Science as a specialised course of study is now available at the DRTC, Bangalore and INSDOC, New Delhi.

The Documentation Research and Training Centre (DRTC) was set up in Bangalore in 1962 which started training course leading to "Associateship in Documentation". The purpose of this training is to produce Documentalists and Information Scientists for Industrial Libraries, Information Centres and other Categories of special libraries. DRTC is linked with Indian Statistical Institute which is "Deemed to be University".

Similarly, Indian National Scientific Documentation Centre (INSDOC), Delhi started specialised training programme in Documentation, Reprography and Information Technology in 1964, in order to train personnel for Documentation & Information work in Govt. and Non-Govt. Institutions and Organisations in the country. But now it has changed the name of its training course from "Associateship in Documentation and Reprography" to "Associate-ship in Information Science".

**TRAINING COURSE IN SPECIAL LIBRARIES AND DOCUMENTATION :-**

The Indian Association of Special Libraries and Information Centre
(IASLIC) started a training course in special librarianship and documentation in 1966. But it had to be discontinued subsequently for want of recognition by the Govt. of India or other Indian Universities.

The responsibility for training of junior level librarians at semi-professional level has been left to the professional associations at national and state level. They are running post-matric certificate course in Library Science and Diploma course in library science of duration varying from 2 weeks to 1 year.

**POLYTECHNIC DIPLOMA COURSE FOR WOMEN** :-

Polytechnic for Women at Delhi, Ambala, Bangalore, Chandigarh, Jullundur and Rourkela provide 2 years Post-matric Diploma in Library Science. These courses started in 1963.

**EMERGENCE OF CORRESPONDENCE COURSE IN LIBRARY SCIENCE** :-

Two Universities namely Rajasthan University, Jaipur and Punjabi University, Patiala are running certificate/Diploma course in Library Science by correspondence at undergraduate level. The Panjab University, Chandigarh had also started this kind of course in the year 1976-77, but was stopped after one year.

In this way, there has been considerable development in education for librarians in India after Independence. In 1930's there were two university library schools. The 1940's saw another four library schools. During
the 1950's five more schools came into being. The maximum number of 18 were founded in the 1960's. Thus, the 1960's should be considered a period of great expansion for library education in India. At present, Library schools belonging to 51 universities possess training facilities for the Bachelor of Library Science degree programme and 24 schools provide Master of Library Science Course.

Thus, from the modest apprenticeship training introduced first at Baroda by W.A. Borden in 1911 and later at Lahore by A. Dickinson in 1915, a planned pattern of Library education has now emerged.
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CURRENT TRENDS IN LIBRARY SCIENCE EDUCATION :-

"If the person responsible for the growth of a profession fails to perceive the contemporary trends, he should never be forgiven".

- Anonymous -

Librarianship, 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 librarianship and the societal conditions and requirements have effected materially the scope and nature of library education. During the last ten years (1972-82), we witnessed a new situation arising in the country. Some of the vital issues are the following:-

INFORMATION SCIENCE :-

Information science is one discipline growing so fast that it has begun to cross over into the boundaries of many traditional disciplines. Library science has already begun to be affected by its expansionist tendencies. The proper solution can be found by Inter-marrying of the disciplines of library science and information science into the department of library science all over the country. The present tendency to combine the two at the Master's degree level is a sound policy that should begin to pay dividends.

More and more research institutions in country with large R & D budgets have begun to demand pin-pointed and expeditious services
than can be possible only through the mechanisation of library services. It is but proper that the library schools should cater to such a requirement. The urgency is to underline with the proposal to make India an integral part of the UNISIST grid, our requirement of manpower with the requisite background of information science is bound to increase enormously.

The U.G.C. has taken the initiative by setting up a specialist panel on library and information science. This panel has decided to change the nomenclature of the existing departments of library science into that of library & information science. This recommendation has been accepted by UGC and accordingly it has asked the Universities to adopt the new name of its department.

So the increased bias toward information science/Documentation is also reflected in the nomenclature of the departments and degree awarded-Department of library and information science, Master of Library and information science (as at Delhi) and even Bachelor of Library and information science (Madras), Master of library science and Documentation (as at Jaipur). In actual practice courses in the information science are still marginal to our professional training except at the Documentation Research and Training Centre, Bangalore and Training Courses in Documentation and Information Science (INSDOC), Delhi. There is clear cut emphasis on information science in the two institutions.

The study of information science, however, can be ignored only
at grave risk to the future of library science in the country. Library science subserves the needs of all fields of human knowledge. Its marriage with information science is thus expected to be most fruitful because latter besides being the most dynamic of the emerging disciplines has a fraternal affinity with library science.

**MANAGEMENT SCIENCE**

Another innovation in the field of library science education is management science with which fruitful collaboration is possible. Management science is as such a discipline of the future as information science. Library scientists have begun to take increasing interest in what has increasingly come to be known as library management. What was library administration to public administration, library management is to library science.

The study of decision making processes has been long neglected by library scientists. The theory of leadership and democratic functioning as applied to the functioning of librarian as typical institutions has hardly been looked into. The concept of cost account any has been equally foreign to libraries. All these areas being the proper of management science are equally essential to the proper functioning of libraries. The study of library management is as important as the inter-marriage of library science with information science. Management science has special significance for developing countries with scare resources where utilisation has to be maximised, so that input get the maximum output.
Keeping in view the importance of subject management, various universities like universities of Rajasthan, Jaipur; Saugar, M.P., Guru Nanak Dev, Amritsar; Osmania, Hyderabad and Delhi Universities have introduced this subject at B.Lib.Sc. level. Delhi University has introduced a subject on practical management also. The relevance of systems analysis is also to be underlined in this connection. Management science besides information science is an area of growing concern as well as relevance to Library Science.

**COMPUTER APPLICATION :-**

With the increasing responsibilities of the libraries, the volume of their files is also increasing. So the problem faced by the librarians is two fold. First, to search these files to trace a particular bit of information to satisfy their user's need and second, to make the records of the reading material up to date. Under these circumstances librarians have been forced to look towards data processing equipments in general and towards computer in particular.

Computer has capability to do the operations with a very accurate and fast way. These operations from library point of view are reading, writing, copying, filing, matching, sorting, adding, substracting, multiplying and dividing. According to Dr. Herbert Coblans "the basic attraction, in fact the justification for mechanisation, is, that a record can be made in machine readable form, checked, once and for all, stored indefinitely, and manipulated at will for output in a large number of desired context,
both locally and at remote points”.

So, library Automation is a changing concept. On the one hand, computer science and technology is changing very rapidly; on the other, libraries are also showing signs of change due to a number of factors, like social changes, government support and the recognition that libraries serve as an intermediary in the process of communication of knowledge.

Moreover, to run the special libraries efficiently the librarians require a special training. They have to be imparted intensive training in documentation techniques, reprography, automation systems etc. Recently, the University of Delhi and Banaras Hindu University have revised their M.Lib. Sc. Syllabi, introducing some new papers like, Library systems; Computer applications in library; Reprography; Information storage and retrieval systems.

There is no common agreement regarding the nomenclature of B.Lib.Sc. course. Varied appellation, are used "Documentation", "Information work" (SNDT), "Information Services" (Bombay) "Information Storage and Retrieval" (Banaras Hindu University) etc. Inspite of differences in designations, there is a basic similarity in the context of the course.

But at the M.Lib.Sc. level, the differences are deeper the individuality of names is matched by divergencies in the course content. Practical
information work is also introduced in these courses. It is introduced in the B.Lib.Sc. course at only one university (Bombay).

**New Programmes:**

Introduction of M.Phil. in library science is also a latest Phenomena. Only one Delhi University introduced this course in 1978. Besides, few universities have also the facilities for research programme leading to Ph.D. degree in library science.

Another index for changing trends in library education in the country is the literature being produced in the article and book form. There are few journals producing literature with special emphasis on documentation and information science, viz "Annals of library science and documentation" issued by INSDOC and a newly established "Journal of Library and information science" by the Department of Library Science, University of Delhi and of Course, the "IASLIC BULLETIN". These are effective vehicles for high standard literature with a bias towards information work, information analysis, deeper analysis in indexing, potentialities of machines for quickly processing large volume of data etc. In addition to the above, some other changes noticed are:

1. Increased internal assessment, introduction of the semester pattern and the lengthening of the duration of the courses.
2. Establishment of more schools on library science and in several cases without following the norms set up by the review committee and accepted by U.G.C.
3. Establishment of separate departments of library science independent of the control of university library but in several cases engaged in a long drawn battle between the central library and the department of library science.

4. Provision of more full time teachers who lack the practical knowledge of librarianship or who are not inclined to use the university library as laboratory for their practical, observational and experimental studies.

5. Provision for continuing education for librarians or library science teachers.

Library education in India has now reached crucial stage of development. Since independence, numerous conferences and seminars have been organised to solve problems confronting professional training while some of these were regional in character, others were sponsored by forums and agencies such as ILA, IASLIC, DRTC, UGC, etc. Despite the fact that their efforts have brought about significant changes, much remains to be done for the improvement of curricular, recruiting and selection of students, teaching methods, research potentials etc.

**Levels of Training :-**

At present, there are following distinct programmes to train librarians at various levels. These lead to:
i) Certificate course in Library Science.

ii) Diploma/Bachelor Degree in Library Science.

iii) Master's Degree in Library Science.

iv) M.Phil. (Master of Philosophy).

v) Ph.D. (Doctor of Philosophy)

vi) Associateship in Documentation (DRTC).

vii) Associateship in Documentation and Information Science (INSDOC).

viii) Polytechnic Diploma Course in Library Science.

**TABLE B**

**COURSES OF EDUCATION IN LIBRARY SCIENCE AND DOCUMENTATION/ AND INFORMATION SCIENCE**

<table>
<thead>
<tr>
<th>Course leading to</th>
<th>Usually Offered by</th>
<th>Overall objectives of the Course</th>
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<tbody>
<tr>
<td>Ph.D., or its equivalent University</td>
<td>To guide the students to select a problem or subject in library science, documentation for investigation. To guide the student in doing research in the subject selected and present a thesis. To train the student in the methodology of research and in productive ways of doing research.</td>
<td></td>
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<tr>
<td>Master of Phil. University (Master of Philosophy)</td>
<td>To train person for senior professional position and teachers of library and information science.</td>
<td></td>
</tr>
<tr>
<td>Master's Degree in Library Science(M.Lib.Sc.) University</td>
<td>To acquaint the student with the attributes of the University of subject, particularly its development and structure. To give the student specialised and deeper</td>
<td></td>
</tr>
<tr>
<td>Bachelor's Degree in Library Science</td>
<td>University</td>
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<td>knowledge of the use of the documents, of the Psychology of readers, and of the theory and practice of dissemination of knowledge embodied in documents in different types of libraries. To make the student proficient in the design development and use of advanced library techniques and tools, and in the management of particular types of libraries. To acquaint the student with methods of research.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Diploma in Library science(Dip.Lib.Sc.)</th>
<th>Polytechnic for Women/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar to that of B.Lib.Sc. but less theory and more emphasis on pre and post-course apprenticeship.</td>
<td></td>
</tr>
<tr>
<td>Certificate in Library Science (Cert. Lib.Sc.)</td>
<td>Library Association or a similar body Government Department.</td>
</tr>
<tr>
<td>Associateship in Information Science</td>
<td>Documentation Research and Training Centre (India Statistical Institute Indian National Scientific Documentation Centre (Council of Scientific and Industrial Research).</td>
</tr>
</tbody>
</table>

According to Suzanne Briet in most progressive countries the old type of librarian to whom library work was of secondary concern, completely disappeared, between 1870 and 1880; his place was taken by "Professionals". By the end of world war I, lot of improvements like systematic recruitment of librarians, existence of professional associations and temporary and permanent training courses were in progress. In Britain in 1885, qualifying examinations for library assistants were started by British Library Association at London and Nottingham. By 1893, series of 5 days summer schools came into existence and by 1898 a change was brought to London summer school by offering regular courses with syllabus prescribed by British Library Association. Part-time classes started in various cities as one in Manchester in 1899. The technical, commercial colleges maintained by public funds held these classes From 1902 to 1917, the London School of Economics conducted classes of instruction according to the syllabus of Association.

Inspite of best possible control maintained by Association some critics observed in these early attempts the end of an art that was librarianship. Amongst the Critics in Britain was L.S. Jast. According to Ernest Savage, who worked under L.S. Jast, even many chiefs "disliked assistants who educated themselves.... When I took part in Library Association business, some were still arguing that the only necessary training was infantile routine, tagging, labelling, repairing books, Roebuck-and-Thornery. They did not value assistants who read, know literature".
Thus, the British training "emphasised control by means of a Public examination conducted by the professional body itself". According to J. Clement Harrison:

"There could hardly have been any other way (however strongly one wishes there might have been). In the first place, it was very much part of a strongly traditional British system of preparation for the professions, going hand in hand with a deep seated belief in the supreme value of apprentice type training for almost any career .... In the Britain of the 1880's, however, there was no Melvil Dewey to take the opposing view, nor indeed, under the circumstances, could there have been."

The difference, according to the same author:

"was not due so much to any important difference between the British and American librarians of the day on what should constitute the proper courses of study (on both sides of the Atlantic there was an inordinate emphasis on what Wallard has described as "the standard techniques of librarianship"), but rather to the difference in the facilities available and in the means by which control was to be exercised over the system."

Even after the creation of 1919 of the London University School of Librarianship and Archives, according to Wilfred L. Saunders:

"It took forty-four years, a second world war and a social revolution before the acceptance of this bold step could be confirmed by a second
university school. This philosophy of the British idea of a university to professional school (other than law and medicine both so long accepted that we have almost ceased to regard them as other than "normal" University subjects academic, pure and undefiled) has not been confined to the "mother country"; Australia has but recently established its first University School of Librarianship, New South Wales (1960), and in New Zealand the battle has still to be won; though interestingly enough, in South Africa the University-based library school has been vigorous reality for many years". (Pretoria, 1938).

The British approach emphasized by means of a system of examinations operated by the professional body itself, with little or no attention paid to the facilities that might or might not be available to those wishing to prepare themselves for those examinations. It was very much part of a strongly traditional British system of preparation for the professions, going hand in hand with a deep seated belief in the supreme value of apprentice type training for almost any career.

Writing in "The Guardian" in 1959, B.V. Bowden, Principal of the Manchester College of Science and Technology, stated that: "The English University world has always been a very small one. At the time of the American war of independence there were nine Universities in United States, we then had two in England.... The proportion of the population of this country in full-time attendance at a university is much smaller than it is in most other countries". Quite clearly the founding fathers
of British library education three quarters of a century ago could at no time have considered the possibility of insisting upon "the best attainable education" as a necessary prerequisite for entry to the professional rank.

It is only in comparatively recent years that there have been clear signs of a weakening of the opposition on the part of the British Universities to the inclusion of facilities for "professional" or "vocational" studies within their walls. This again is closely connected with the strong position of the various professional associations. The winds of change were now blowing, but none of this could have been foreseen in the early years of education for librarianship. One road that could have been followed was the operation of a system of professional examinations leading to a series of qualifications at various levels, the creation and maintenance of some kind of official list or "register" of members so qualified and encourage local groups of librarians in the larger centres of population to seek the cooperation of institutions of higher education below university level in inaugurating part-time course for the benefit of students (the Carnegie movement was at its peak in Britain in 1890 and 1910).

The position of the Library Association in this and other respects was greatly strengthened by the granting of its Royal Charter of Incorporation on its 21st Birthday in 1898. The Charter granted established the Library Association as "the responsible representative body of the profession. Of special interest and significance are the 3rd and 10th of the "purposes"
or "objects" of the Association, as stated in Charter" (3) "To promote whatever may lend to the improvement of the position and the qualifications of librarians" and (10) "To hold examination in librarianship and issue certificates of efficiency". "Fellows" of the Association had already been elected, although there was not yet in existence any "register" of qualified ("or Chartered") librarians. This professional accolade was being awarded by the council to the very small number of librarians who has successfully completed the examinations for the "Full Certificate" or "Diploma". The official "Register of Librarians" was inaugurated in 1909 and in 1914 it was decided to restrict admission to the Fellowship (F.L.A.) to those who had passed the whole series of examinations and obtained the Diploma. At the same time the category of Associate (A.L.A.) was introduced to be awarded to those who had passed four of the six examinations and then comprising the whole syllabus.

**THE ERA OF PART-TIME COURSE :-**

If the beginnings of the system of professional examinations and qualifications were small, it would seem that the beginnings of professional training in Britain were microscopic. It was in 1895, in the pages of the *The Library* (The Library Association's Official Journal at the time) that we find the first concrete evidence of any effort being made to provide facilities for training. It was the work of an individual enthusiast, J.J. Ogle, Librarian of the Bootle Public Library. Ogle's column in *The Library* entitled "Library Assistants' Corner" (Later "our Junior
Colleagues' Corner). ... dealt with notes and queries on subjects of practical librarianship, giving a series of questions to be answered by Assistants'.

In 1899, this column was taken over by Henry Guppy, first editor of The Library Assistant Record, which began publication in that year and has remained the official journal of the Association ever since.

By this time, however, a more serious attempt to provide for the training needs of the profession was being made in the form of the organisation of part-time classes in preparation for the Association's examinations in a small number of larger cities, notably London (dating from 1898) and Manchester (from 1899). The part-time courses by 1950 were being provided in at least fifteen provincial towns, mostly in Technical Colleges, and constituted a factor of great significance in British library education. Over a period of fifty years, the part-time classes were usually conducted weekly from September to June (in preparation for the Association's summer examinations in technical and commercial colleges maintained by the local education bodies. The courses were conducted and financed by the educational institutions out of public funds, both local and national, but in almost every case the local professional group nominated the teaching staff and distributed information concerning the courses. In all cases, the courses provided were specifically aimed at preparation for the Association's examinations.

From 1902 to 1917 the London School of Economics seems to have served as the main centre of part-time instruction in librarianship.
in London. "In 1902, on the recommendation of the Education Committee (of the Library Association), the Council arranged with the London School of Economics to co-operate in conducting courses of instruction in the subjects of the examination syllabus on the following conditions, viz. that the Council of the Association should nominate the lecturers; that the classes should be open to all comers; that the association continue to hold the professional examination and to grant certificates; and that the council should have equal representation with the governors of the schools of economics on the committee managing the classes."

One other development of significance was the correspondence courses in preparation for the professional examinations first organized by the Library Association in 1904. Since 1930 the administration of these courses has been the responsibility of the Association of Assistant Librarians, which became a section of the Library Association that year.

One at the same time can feel the over increasing influence upon British Librarianship of the Carnegie United Kingdom Trust (CUKT). It was established in 1913. Over a period of about twenty years following the publication of the "Adams Report" by the Carnegie United Kingdom Trustees in 1915, this body came close to dominating almost the whole field of British Librarianship. In the area of library education it can be said that if the trustees had not agreed to finance the operation there would have been no London University School of Librarianship in
1919 nor possibly any British library school at University level until after the end of World War Second.

Although the School was opened in October 1919 under the management of a Joint Committee... of University College and Library Association authorities, there was no question of instance on the part of the Association of conditions similar to those in the case of part-time courses at the London School of Economics. A completely new qualification, the Diploma in Librarianship was introduced. For the first time in the history of education for librarianship in Britain, there were none to be found full-time students at a full-time professional school under a full-time director and all within the walls of an institution of university rank.

The Development of Full-Time Schools :-

In 1933 a graduated system of examinations, with Elementary, Intermediate and Final parts to be taken in a prescribed order, was introduced for the first time. Certain exemptions from parts of the Final examinations were granted to university graduates, although under the new regulations governing admission to the Register, all candidates for the Associateship had to pass the Elementary and Intermediate Examinations. The new syllabus was a great improvement over anything that had gone before, but still did not lend itself to any rational form of full-time preparation for the examinations based upon it.

The London School, the views of the Kenyon Committee (1927)
the new regulations governing the Register, the revised syllabus of 1933, the influx of an increasing number of entrants of a higher standard, the whole expansion of library service throughout the country, all began to form some kind of pattern. Before the end of 1946 it was obvious that in the area of library education the new order was being created far more rapidly than anyone could have anticipated.

There were many who criticized the existing British system of library education. Ernest A. Savage stated in 1955 that "The monopoly of the L.A. in holding qualifying examinations must be broken, or librarianship will become a closed crusted calling. The London University Diploma is not enough to limit this monopoly. The L.A. examinations, decided by examiners with no knowledge of examinees' work, are unsound practice. The old London University external examinations proved that a change in our practice is, therefore, desirable."

The role played by the Library Association prior to the establishment of the London University School in 1919 was vitally different from its position during the period of planning and negotiation that resulted in the opening of five new schools in 1946 and two more in 1947. (The London University School reopened in 1945 can also be regarded as "new" to a very large extent. It was soon to reorganize itself as a wholly graduate school and later extend its programme to offer a Diploma in Archive Administration as well as its Diploma in Librarianship.
Of much significance were the questions relating to the location of the proposed new schools, what would be taught at them, and the nature of the qualifications to be awarded. An approach was made about this to tune to more that one University with a view to discovering their probable attitude towards a formal proposal on the part of the Association for the establishment of a school of librarianship.

Institute of Information Scientists founded in 1958 had arisen a continued discontent of the special librarians, documentalists and others in the information sciences area with the traditional forms of library education. The announced plans of the new Sheffield University School of Librarianship include a reference to "the growing need for new staff trained for scientific and technical library work". The most significant development in the field of education for librarians in Great Britain in the period 1946-63 was the establishment of the full time college based course.

In 1955, the National Council for Technological Awards (NCTA) was set up to make awards to those students who had successfully completed courses in certain authorised colleges. Although the courses so recognised were of honours degree standard, the actual award was called, a 'diploma in technology'.

The NCTA was established as an accrediting body: the course and the examinations were the responsibility of the colleges, the NCTA
confined itself to drawing up a code of standards and then examining the college and its courses in the light of those standards.

In 1961, the Robbins Committee was set up to examine the structure of higher education. It recommended that the NCTA be replaced by the Council for National Academic Awards (CNAA). This was empowered to award not only diplomas but also degrees. The CNAA has provided the stimulus to the colleges to raise their standards.

From now onwards one could see more spectacular, more fundamental changes taking place in the education for librarianship in Great Britain. There is the virtual disappearance of part-time education; and a six-fold expansion in both the number of full time staff in the schools. With nearly 300 full-time teachers of librarianship the Education Sector was now a very powerful force in the library scene.

In 1952 at a meeting at Manchester, a "Schools of Librarianship Committee" was formed, consisting of all full-time faculty members of the ten schools in Great Britain and the school at University College, Dublin. This Committee performed a number of important functions, including the provision of a forum for the discussion of common problems: the scrutiny of examination papers, and various cooperative enterprises. It was extremely consulted by the Library Association, and its representatives played an important part in framing the new syllabus of examinations, finally approved by the Register and Examinations Executive Committee
in April 1961. In 1962, the Schools of Librarianship Committee was recon­stituted as the Association of British Library Schools. There was also an appointment of the "Executive Committee", made up of the President and Secretary of the Association, the directors of the library schools in the United Kingdom and the Republic of Ireland, and three elected members who are not directors. The "approval" by the Library Association in 1963 of full-time attendance at certain courses held at the Liverpool College of Commerce may be regarded as tantamount to the recognition of an additional library school.

In January 1962 the Vice-Chancellor of the Sheffield University announced "... a plan to provide the University with the first postgraduate school of librarianship outside of London". This new postgraduate school, offering its own qualification, opened in October 1964. A full-time school of librarianship set up by Queen's University, Belfast, offering one-year librarianship diploma courses for graduates was opened.

There are three other reports to which attention must be drawn briefly. These are the Report of the Committee on Libraries, the Report of the National Libraries Committee, respectively known as the Parry Committee and Danton Committee, after their respective Chairman. The Third report is called the 'First Report of the General Board's Commit­tee on Libraries'.

The Parry Committee points out that in University libraries, special
subject and language qualifications are of more importance in an initial appointment than professional qualifications. The Committee was of the opinion that for senior staff there was a need for an alternative method of qualification without full-time attendance at a library school. They proposed 'in service training at several nominated university and national libraries, Supplemented by a series of courses of the type already organised by the Standing Conference of National and University Libraries, the British Museum and the National Lending Library for science and Technology'. These courses, concerned with historical bibliography, binding, manuscripts, bibliography of science and technology have been organised already for senior libraries staffs.

The Dockton Committee's report has a section on 'Education and Training', but this is on the contribution that the national libraries could make to professional training rather than on the education and training of national library staff. The contribution proposed consists of short courses, conferences, provision of practical training periods for students, and facilities for postgraduate students engaged on research projects in library or information studies.

On qualifications for library staff it is perhaps understandably equivocal—"Although the administration of the library (i.e. the British Museum Library) in the future will require staff exceptionally well versed in library technology and in the most modern methods of library management,
it will continue to need substantial numbers of subject specialists of high academic attainments.

The professions which came into being in the United Kingdom between 1850 and 1900 were naturally influenced in the aim which they adopted, by the older, established professions. They formed their own professional bodies, which had the fundamental purposes of organising those engaged in a particular occupation, the raising of the prestige of that occupation.

The Library Association was formed during this period, and was influenced by the developments which were taking place in other occupational groups, holding its first examinations in 1885, just eight years after its foundation. In the 19th century in Britain it was commonly accepted that the best method for training young recruits to the profession was the apprentice system or 'Learning by doing'. For the rest of the 19th century and for the first half of the 20th century the usual method of qualifying as a librarian was by first joining the staff of a library and then preparing by part-time means of study for the examinations held by the Library Association.

It was quickly realised that the apprentice method of training did not lend itself to the teaching of theoretical principles. The University seemed to have been the correct place for this professional education.
The Library Association is the second oldest library Association in the world - the oldest being the American Library Association, which was founded on year earlier in 1876. From its earliest days the Library Association has been active in building up the profession not only in the United Kingdom, but throughout what were then the Dominions and colonies, and are now the Commonwealth. The Association has held a unique position in the education, training and qualifying of librarians throughout its history. The object of the Library Association is the production of professionally qualified, not just academically qualified people. This is achieved by making the student librarian fulfil three separate requirements before he can elected to the Register of Chartered Librarians. These requirements are:

1. The Passing of an examination in professional subjects.

2. The completion of three years of approved library service (i.e. practical experience under the aegis of a Chartered Librarian).
   Attendance at a full time course in librarianship may be conducted as approved service up to a maximum of one year.

3. Three years' membership of the Library Association. Election to the Register of 'Chartered Librarians' is then available in the category of Associate. The member can described himself as a chartered librarian and use the letters A.L.A., so long as he retains his membership. The Associates function in the professional qualification of librarians in great Britain is not of a teaching organisation, but an examining and registering body.
In the era of the early 1960's admission to the Register of Chartered Librarian's maintained by the Library Association was obtained by the passing of the Association's examinations, and the fulfilment of language, age and service conditions.

The examinations consisted of ---

I. The First Professional Examination.
II. The Registration Examination.
III. The Final Examination.
IV. Specialist Certificate in Certain Subjects.

I. First Professional Examination :-

1. Librarianship : Purpose.
2. Librarianship : Methods.
3. Library Stock : Description and Arrangement.

II. Registration Examination :-

This is the general professional examination as a result of which successful candidates who possess the requisite language qualification and have had three years' experience in a library service is approved, will be eligible for registration as Chartered Librarian. It assesses the candidate's possession of the knowledge necessary to competent practising librarians.

Group A (i) Classification.
(ii) Cataloguing.
(iii) Practical classification and cataloguing.
III. **Final Examination** :-

2. Library organisation and administration.

   (1) Paper : General.

   (2) Paper :
   
   (a) Public Libraries

   (b) University and College Libraries.

   (c) Special Libraries and Information Bureaux.

3. Literature and Librarianship of Special subjects:
   
   a) English Literature.

   b) Philosophy and Religion

   c) Social Sciences.

   d) Science and Technology.

   e) Fine Arts.

   f) Music.

   g) Medicine.

   h) History and Archaeology.

   i) General and European Philology.

4. One of the following:

   a) Palaeography and Archives.

   b) Library work with young people.
c) Advanced Classification and Cataloguing.

d) Historical Bibliography.

e) Presentation and Dissemination of Information

f) Literature of Wales.

IV. Specialist Certificate :-

a) Hospital Library Work :-

Full details of the syllabus of examinations are given regularly in the Student's Handbook which the Association Publishes.

**DEVELOPMENT OF POSTGRADUATE SCHOOLS OF LIBRARIANSHIP IN GREAT BRITAIN : -**

The LA now approached the University of Sheffield, and successfully persuaded it to set up a post-graduate school of librarianship. It defined its policy towards future university Schools with the following words:

'We welcome the establishment by the Universities of postgraduate schools of librarianship provided that close and formal association of the Council of the LA with any such school should be an essential condition of recognition of that school's diploma for admission to the Register of Chartered Librarians'.

It was a timely statement. In rapid succession postgraduate schools of Librarianship were established not only at Sheffield but also at Belfast and Strathclyde universities, in Northern Ireland and Scotland respectively.
The Belfast Library School owed its existence to a substantial grant from the Leverhulme Trust. It opened in 1965 and it offered a one year postgraduate course and a two year non-graduate course.

In 1964, the Glasgow College of Commerce, of which the school of librarianship was a part, was incorporated into the new Strathclyde University. In 1966, the first B.A. degree in librarianship was offered by the Department of Strathclyde University. It is a three year course with library science as the first principal subject.

The LA was now prepared to allow the library schools in the colleges of further education to participate in the examination of their students. As early as 1962 a sub-committee had been set up to consider the possibilities of internal examining for the schools. The subcommittee felt that there were certain advantages to be gained from internal examining. The library schools could take into account work done by the students during the course, and personal qualities, including aptitude for library work, could be assessed.

The LA influence would be exerted, of course, by the standards which it imposed before it was prepared to grant the privileges of internal examining to any library school.

In 1964, however, a new body (as already mentioned) was set up which ultimately took over the major part of the LA's role as an examining body.
The Council for National Academic Awards (CNAA) had been granted a royal charter in August 1964, which empowered it. It awards degrees, diplomas, certificates and other academic awards to persons who have successfully pursued courses of study approved by the council at educational establishments other than universities.

In 1968, the CNAA gave its approval to the following degrees; BSc in Information Science offered at New Castle College of Commerce; B.Sc. in Information Science and B.A. in librarianship at Leeds College of Commerce; B.A. in librarianship at Birmingham College of Commerce.

The rigid pattern of professional education for librarians which had existed in 1963, had in the space of five years changed to one of bewildering flexibility. Two other degree courses were offered at the College of Librarianship Wales of Aberystwyth.  

The following Table gives idea of the diversity of courses in librarianship which are offered in Great Britain:

**POST GRADUATE COURSES** :-

- Belfast University,
- London University,
- Sheffield University,
- Strathclyde university, and
- Library Association (Post Graduate Diploma) etc.
UNDER GRADUATE COURSE:

- CNAA degrees,
- Birmingham College of Commerce,
- Leeds College of Commerce, and
- Newcastle College of Commerce etc.

INDEPENDENT DEGREE COURSES:

- College of Librarianship Wales/University of Wales,
- Loughborough School of Librarianship/Loughborough University of Technology, and
- Department of Librarianship of Strathclyde University etc.

NON-GRADUATE COURSES:

- Qualifications of the LA.

In addition many universities offered facilities for research, leading to higher degrees in librarianship. London University now offered courses for the higher degrees of M.A., M.Phil. and Ph.D. and at the University of Sheffield it now became possible to obtain higher degrees in librarianship and information work by thesis. The courses at all the schools covered the main professional subjects and offered a wide variety of specialisation to those whose interests are in the librarianship of a particular subject field e.g. medicine, or with a particular type of reader e.g. children.

Education for librarianship in Britain now became very wide in its coverage. Courses in the schools consist of lectures, seminars, visits
to libraries and practical application of the theory taught, which may take the form of a project based on a particular library or a group of libraries. The schools have libraries and most have the usual audio-visual equipment necessary for demonstration and/or display.¹⁴

From early to late sixties much progress had been made in the career respects of librarians in the country. A more accurate and enlightened public image of the profession was taking shape and there was a growing appreciation of the value of properly staffed library and information services. Much of the credit for this was due to the enormous changes made in education for librarianship.

The LA, the universities which opened library schools, the local education authorities which also maintained library schools all share the credit for these desirable developments.

The British Library Association now started moving towards 'accrediting' a system already followed by the American Library Association. It is briefly a process whereby an independent body evaluates a course offered by an educational institute according to a set of predetermined standards. The CNAA already started certifying degree courses in librarianship.

Whatever the LA's role may prove to be in the future education of librarians it must, as the professional body, be actively concerned with the standards of that education. Accrediting has been a feature of library education in the USA for many years and Great Britain is also moving towards a similar system.
BRITISH LIBRARY EDUCATION SYSTEM FROM 1964 ONWARDS :-

In the early 1960's the chief characteristics of the British system of Education for Librarians were as follows:

a) A system of professional examinations which were conducted by the Library Association.
b) The award of certificates of competence to individuals on the successful completion of these examinations.
c) The maintenance of a professional register by the Library Association (By virtue of the Royal Charter granted to it in 1898 and the LA was able to call its qualified members 'Chartered Librarians').
d) A network of library schools situated, with one exception, in colleges of further education. These non-university schools prepared their students for the examinations of the Library Association.

There were a number of important developments in 1964 which were to alter completely the face of library education in the United Kingdom. The principle developments were:

a) The introduction of a new syllabus by the Library Association.
b) The foundation of the Council for National Academic Awards (CNAA).

These changes were to have profound effects on higher and professional education and on the pattern of library progress. For those activities...
concerned with the professional education of librarians there were two later but equally significant improvements in the prospects for library education. The first was the growing willingness of universities to establish their own departments of librarianship. The second was the appearance of a new type of educational establishment— the polytechnic.

The new syllabus for professional education in librarianship, coupled with the introduction of the two year course was the stated intention of the Library Association progressively to allow the existing schools of librarianship more responsibility for the examination of their own students.

In retrospect, the establishment of the Council for National Academic Awards seems to have had an even greater impact upon Library education than the introduction of the Library Association's two-year course. The CNAA was founded with the intention of providing the non-university sector of higher education with the opportunity of offering degree courses. The colleges would devise their own degree courses and examine their students. The CNAA would not be directly involved in the formulation and the conduct of the course; instead it would act as an accrediting agency in the American style, vetting the courses submitted to it by the colleges, would if it found the college to be of acceptable standard, grant the right to conduct degree courses under its auspices.

In 1964, the majority of British Library schools were situated in
colleges of further education. The schools were lusty, frawling infants. The new staff, who had been recruited in anticipation of a major expansion in library education, contained some of the brighest young librarians of the era. They had been persuaded that library education, offered career prospects that would be both intellectually and financially rewarding. In 1964, the prospects were exciting. The CNAA had indicated that it would be prepared to consider courses that were vocational in character. The opportunity to develop degrees in librarianship had to be seized. A number of library schools were successful in securing CNAA approval for their degree courses. Sadly, the courses introduced by the schools were not degrees in librarianship. The CNAA degrees in librarianship were an amalgam of so called 'academic' subjects and librarianship. Social sciences, modern languages and a number of other subjects were introduced to supplement and leaven the librarianship content of the curriculum. The school of librarianship now found that they had a considerably greater measure of freedom with their CNAA courses that they offered for the LA qualifications.

Throughout the past decade the Library Association has progressively relinquished its control of the courses which prepare students for its qualifications. This policy has not always met with the approval of the entire membership of the Library Association. Some practising librarians feel that a national examination ensures that there will be uniformity of a standards in professional education. With a multiplicity of schools
setting their own examinations, with a variety of external examiners each with their different methods and attitudes, how can there be any uniformity of standards? The answer must be that the uniformity which the Library Association secured with its national examination for librarians was brought at the expense of initiative, experimentation and innovation in the field of library education.

In general, the non-university library schools have gained a much greater degree of independence over the past decade. It was provided the opportunity for a revision of their courses, allowing each school to develop its own specialities based upon the strengths and the interests of the staff. The CNAA ensures that the quality of the degree courses under its control is maintained, by reviewing all CNAA courses at set intervals. This is no formality: in 1966/67 ten courses were reviewed and four failed to gain reacceptance.

The Department of Education and Science :-

Since 1964 the Library Schools have found themselves coming increasingly under the control of yet another organisation. The Public Libraries Act of 1964 placed the responsibility for the surveillance of the public library service in England and Wales with the Secretary of State for Education and Science. To enable the Minister to exercise the necessary control, an office was established within the Department of Education and Science (DES) to advise him on all matters relating to public libraries.
Another clause of the Public Libraries Act required that Library Advisory councils should be set up, one for England and one for Wales. The Library Advisory Councils are composed of a number of eminent librarians, and their work has made a perceptible impact upon the practice of librarianship in England and Wales.

In the field of library education the most notable contribution made by the Library Advisory Councils has been a thorough review of the pattern of library education and training. A Jessup Committee was put up, the findings of which were published in the 'Jessup Report'. The Jessup Committee was mindful of the dangers of unemployment amongst librarians. The Department of Education and Science, with the aid of the Jessup Report calculations has been monitoring the intake of students into the schools of librarianship in an attempt to ensure that the number of librarians who qualify each year should be related to the ability of the employment market to absorb them. Library education in the U.K. is, at the moment, passing through a period of relative stagnation, an unavoidable situation in an uncertain economic climate. The cuts imposed on central and local government expenditure have had their effect upon the development of all libraries financed by the public purse. The changes which are taking place in library education are related not to expansion and growth, but to a reappraisal of the courses being offered by the library schools and the qualifications to which have had their influences upon library education, is the rise of polytechnics and the advances of the universities into the field of vocational education.
The Polytechnic Schools of Librarianship :-

The growth of full-time professional education for librarians in the U.K. has taken place within the British binary system of higher education.

For historical and educational reasons, the library schools which were founded at the end of the second world war were established in colleges of further education (a category which includes technical and commercial colleges). The introduction of the new Library Association Syllabus, which swept away the old apprentice/part-time method of education, had compelled students to prepare for the LA examinations by attending full-time courses at the schools of librarianship. The foundation of the CNAA had created new opportunities for the development of undergraduate courses in librarianship. In order to establish a viable policy for higher education the central government commissioned the 'Robbins Report'. The British system of higher education has evolved with two distinct sectors, the universities forming the first tier of the system, the various colleges of further education occupying the second tier. The education of librarians was being conducted at second tier level.

In 1966 Government's white Paper was published: 'A plan for Polytechnics'. It contained a proposal that there should be a 'distinctive' sector of higher education, with the foundation of a new type of educational institution: the polytechnic. Seven of the library schools formerly...
Librarianship and the Universities:

In 1960, there was but one library school situated in a university; by the end of the decade the Universities of Sheffield, Belfast and Strathclyde had established departments of librarianship. In addition, the Wales College of Librarianship had instituted a joint honours degrees which it offered in conjunction with the University of Wales. Loughborough University of Technology had formed similar links with the neighbouring technical college library school. In 1964, entrance to the profession of librarianship was 'uniportal'. Now a decade later, it is possible to qualify as a librarian by taking a non-graduate, and undergraduate, or postgraduate course. In addition it is possible to attend a university, a university/college, a polytechnic or a college in order to obtain these qualifications. The education of librarians in Britain has been transformed into a 'multiportal' system, where there are a variety of gates leading to membership of the library profession.

The Library Association has now moved close to the role adopted by the American Library Association some fifty years ago. The LA is, to all intents, an accrediting agency. It recognises all the present courses being offered by the universities and polytechnics as being equivalent to its own qualifications.
The British university has a long history of independence from outside control, an independence which it still jealously guards.\textsuperscript{15}

The encoachment of Central Government into the affairs of the universities might have been greater but for the protection which the University Grants Commission (UGC) affords the universities.

The existence of the U.G.C. is an indication of the growth of central government involvement in higher education. The U.G.C. was established in 1919 as a standing committee of the Treasury. Its present terms of reference are as follows:

"To enquire into the financial needs of university education in Great Britain; to advise the Government as to the application of any grants made by Parliament towards meeting them; to collect, examine and make available information relating to university education throughout the United Kingdom, ...".\textsuperscript{16} Payments to the Universities, made on the recommendation of the committee, take the form of recurrent grants to supplement the general income of the universities, and non-recurrent grants for specific capital expenditure.

**Higher Degrees in Librarianship** :-

A major trend in library education in Britain has been the rapid growth of higher degrees in librarianship.

a) A full-time course at post-graduate level leading to the award of a master's degree in librarianship.
b) The award of a master's or a doctorate on the completion of an original piece of research.

There are now nine universities in the United Kingdom which offer master's degrees in librarianship.

For those who wish to continue their studies in librarianship, the Library Association has, since 1964 made it possible to obtain the Fellowship of the Library Association (FLA) by thesis. The FLA is the highest qualification awarded by the Library Association, and its value has been enhanced in recent years by the advent of the research degree in librarianship. The research degree is normally undertaken as part-time study. The introduction of the research degree has led to the growth of a considerable amount of the original work and investigation into the field of librarianship. The Loughborough Library School has introduced a new course leading to a Master of Library Science (MLS). There is a terminal examination and students are expected to complete a dissertation. There has been rather less progress in the introduction of doctoral qualifications in librarianship in the United Kingdom while University Library Schools are prepared to accept students there are few candidates coming forward.

The current trends in Library education in Britain have their roots in one basic cause, and that is landable desire to see an improvement in both the quality and the status of qualifications in librarianship. This improvement has meant that librarianship has to be
raised to the level of graduate study, which has, in turn, brought the increased involvement of the universities into the field of library education.REGISTERED

**Education and Training for Scientific and Technological Library and Information Work in United Kingdom:**

Transfer of information is an inseparable part of research and development. All those concerned with research and development—individual scientists and engineers, industrial and academic research establishments, technical societies, government agencies—must accept responsibility for the transfer of information in the same degree and spirit that they accept responsibility for research and development itself.

**The Scientific Information Problem:**

The exponential growth of the literature of science and technology is a phenomenon which scientists have been living with for the past 300 years. The role of librarians and information workers as colleagues and aides of the 'bench' scientists in their quest for information is of crucial and ever increasing importance. The information worker and special librarian plays a key role in the dissemination of scientific knowledge and information. One of the first projects undertaken by the Office for Scientific and Technical Information (O.S.T.I.) after its creation in 1965, was a national survey of staff employed on scientific and technical information work. This survey revealed estimated future needs for trained personnel greatly in excess of the numbers expected to be forthcoming; it also revealed many gaps in the provision of educational and training facilities for workers in these fields.
It was against this background that the Office for Scientific and Technical Information placed a contract with the University of Sheffield Post Graduate School of Librarianship and Information Science to make a study of the form and context of educational and training requirements for work at all levels in scientific and technological libraries and information departments.

**Education and Training :-**

It is worth mentioning that first class work is being carried out at senior levels by arts graduates and non-graduates. Good qualified Librarians whatever their subject background can quickly come to terms with most fields of knowledge, at the bibliographical and Organisational level; certainly in scientific fields the vocabulary, the terminological barrier is a very real difference, but once this is overcome a non-scientist can often operate with confidence at a reasonable practical level.

Scientific or technological subject knowledge is rarely significant, as such, below at least degree level or equivalent. This level of knowledge of relevant subjects is indispensable for work involving the critical assessment and evaluation of scientific and technological information, and also for the indexing and classification in depth of such information. Such qualification is also a great asset in work involving the analysis, design and operation of specialised library and information units. If progress is to be achieved in science information field, then staff will be required with imagination and initiative based on a broad foundation of professional education and training.
The needs of scientific and technological library and information work call essentially for five types of courses. They are:

1. Assistant (technical)
2. Non-graduate professional.
3. Graduate Professional information technologist.
4. Post Graduate professional.
5. Advanced professional.

Assistant (technical); There are many routine and technical operations which are at present being carried out in scientific and technological library and information units by general clerical or professionally qualified staff because of a shortage of suitably qualified and trained staff to whom this work could be delegated. As services develop, and with the increasing use of machines which require new skills and demand greater accuracy of work at all levels a new grade of staff, the Assistant (technical) is needed. After completion of the appropriate course they are able to undertake reliably routine tasks such as alphabetical and numerical filling in accordance with explicit instructions; up-dating, scrutinising, acquisition of materials in accordance with explicit instructions; use of equipment such as Telex, typewriter, key punch and punched card equipment; use of micro-photographic equipment; simple précis work and drafting etc. Such a course is carried under the city and Guilds arrangement for a Library Assistant's Certificate.
The following are the three areas of study as covering the essentials of a professional educational programme for scientific and technological library and information work:

1. Scientific and technological communities and their information and library needs.

2. The sources of information from which the needs of scientific and technological communities may be met.

3. Techniques by which the needs of scientific and technological communities may be met.
   a) The organisation of knowledge: Principals and techniques of information storage, retrieval and dissemination.
   b) Techniques of library information unit organisation and management.

**Courses Offered** :-

**Full time, Full length Course** :-

A good full time course provides the basic corpus of knowledge which is an essential basis for a career that may develop in any one or more of a number of specialised directions. It is not only the speediest, but the most effective way of making a person professionally productive both in the field of librarianship and scientific information work.

**Basic Courses** :-

Such a course leads to professional qualification either the Associateship of the Library Association (A.L.A.), the Diplomas or Master's degree
of the University schools, or the certificate of the Institute of Information Scientists. A basic course of two years' full-time study for non-graduates and one year for post-graduates appears to be the most realistic basis for planning. However, attending supplementary courses from time to time as the need arises, is an indispensable part of the continuing education that is required of those who are to be successful workers in the library and information fields. This leads to the matter of short courses.

**Short Courses :-**

A policy for short courses in the field of librarianship and information work was worked out at national level, under the auspices of the Department of Education and Science which recognised the need for a wide variety of short courses of all types, at many levels, with many different objectives and aimed at a great variety of audiences.

i) Updating, refresher, retraining type courses: These are intended essentially to bring up to date professional knowledge.

ii) Courses on current trends and new developments e.g. courses concerned with computer applications, developments in the area of centralised processing, etc.

iii) Courses on specialist topics: These would involve the intensive study for the particular needs of an individual or institution, or specialist topics such as patents, technical report literature, computer programming, abstracting etc.
iv) **Gap filling courses**: By this we mean courses intended to fill gaps in professional training or knowledge. For example, someone who has a heavily scientific information oriented background may feel the need to study traditional classification or basic non-scientific bibliographical and reference materials; short intensive courses could meet such needs.

v) **Scientific subjects**: Intensive short courses to provide background in subjects such as chemistry, engineering or physics for the benefit of science information personnel who may have professional background but little or no formal scientific knowledge.

*Aslib's education* department, with contacts over the whole special library and information field, is in a particularly strong position for sponsoring specialized courses on such subjects as Patents, Trade literature or Eastern European literature. It is also well placed for providing re-training, up-dating refresher type courses and "appreciation" courses.

The dissemination of research findings by means of short courses is common practice in many scientific fields, and as the scale of research in library and information science increases, such courses have become provision in the science information field.

**Sandwich Courses** :-

The Liverpool School of Librarianship has had successful experience in offering a sandwich course for the Library Association's non-graduate
syllabus, operated on the basis of alternate six month periods in college
and in a library. The Industrial Training Act offers important possibilities
for developing courses of this and other types in the field of scientific
and technological library and information work.

With an increasing variety of courses and qualifications and the
involvement of a wide range of educational institutions and agencies the
need to establish general, nationally accepted standards and to identify
the relevance of particular courses and qualifications for particular purposes
becomes increasingly urgent. The Department of Education and Science
has set up a committee on the provision; planning and co-ordination of
short courses in all aspects of the Library Association, Aslib, the Institute
of Information Scientists, Association of British Library Schools and SCONUL
together with observers from the Education Departments.

**Parallel Courses in Librarianship**

There are two major problems currently facing schools of librarianship.
The first is the need to constantly revise their syllabuses so that they
will keep abreast of modern librarianship. the second concern has been
the problem of determining the relationship of librarianship to the new
discipline of information science. It has been recognised that the increasing
complexity of librarianship was making it progressively harder to give
library students an adequate education in the purposes and the functions
of every type of library. The emergence of the vigorous young discipline
of information science has brought a number of ambiguities in its relationship to librarianship. Is information science merely an off-shoot of librarianship, a completely distinct field of activity, or does it include librarianship, as one of its many facets? Until such time as these and other dilemmas are satisfactorily answered, it is inevitable that library schools will be in a state of some confusion as they attempt to reconcile the apparently inimical needs of librarians and information scientists.

Information Science and Librarianship :-

The predicament which faces library schools can be simply stated: should information science be integrated into the curriculum, or is information science so far removed from librarianship that it requires that the two subjects should be treated as parallel programmes of study? There are certain aspects of information science which should be taught to any future librarians whatever type of library they intend ultimately to work in. For those who intend to become information specialists the only satisfactory answer to their needs is to offer them an independently structured course.

The integration of information science into the library curriculum has again been a cause of dissent. One suggestion is that information science should be treated as a specialist subject and therefore its place in the curriculum should be as an optional subject.

The other concept of information science is to see it as a subject
whose aspects permeate every facet of librarianship.

Automatic data processing is one aspect of information science and as a subject has come to affect most areas of library practice. The students will, therefore, normally learn of computer applications to librarianship while they are studying the core subjects of librarianship. A large number of library schools also have information science as an elective course for those who wish to specialise as documentalists, special librarians or information scientists.

One consideration, with the increasing use of automatic data processing techniques in librarianship, is to determine the need for librarians to be familiar with computer systems. Some knowledge of computers, programming, the integral workings of computers their capabilities and their limitations will be of considerable value to the librarian.

Library schools then are making vigorous attempts to integrate information science into the general curriculum in librarianship. They are also, in a number of cases, offering parallel courses in information science. The reasons for this are complex. One factor is the rueful acknowledgement that if library schools fail to offer these specialist courses then other agencies will seize the opportunity from them. The other contributory factor in the development of information science as a separate discipline within the library schools, is the attitude of information scientists, who consider themselves to be totally divorced from librarianship. The
foundation in the United Kingdom of the Institute of Information Scientists is but one indication that those who work in this field consider that the Library Association and the Association of Special Libraries and Information Bureaux are inadequate or inappropriate for their special needs.

A final consideration for the schools of librarianship is a reluctant acceptance that information science is but one subject in a range of special knowledge and special skills which are necessary to those who intend to work as information specialists.

The other subjects which form a part of the armoury of the information specialist might include:

a) A working knowledge of those languages where major scientific discoveries are being recorded. This expertise in language will be scientifically oriented with the emphasis on scientific terminology.

b) a familiarity with research methods.

c) a firm grasp of theoretical and practical mathematics.

d) an ability to interpret and compute statistics

e) some knowledge of electronics.

All this in addition to the actual core subjects of information science; information storage and retrieval systems, data processing and transmission. To these subjects will be added a knowledge of classification and classification theory, indexes and indexing, abstracts and abstracting and bibliographical control.
The students recruited to the specialist course in information science will, ideally have a scientific background and they will again ideally, demonstrate that they have some linguistic skill. Unfortunately, few students attracted to schools of librarianship have this background and the separate courses in information science do, on occasion, have difficulty in persuading students of the right calibre to enrol in sufficient numbers to make the programmes a viable proposition.

Nevertheless, library schools are developing their parallel courses in information science. A large number of educational institutions in Europe offer specialist courses in information science. In the United Kingdom, programmes in information science can be taken at undergraduate level, usually leading to the award of a bachelor's degree in information science or at a postgraduate level for a master's award in information science.