CHAPTER III

LIBRARY & INFORMATION SCIENCE

EDUCATION IN INDIA
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PRE-INDEPENDENCE PERIOD

In order to trace the origin of school of librarianship, we should go back to the "Schools for memorizing" or "Sruti" in ancient India. There must have been some form of training or education for those who were concerned with the library work. "Gurukuls" or Universities in ancient period had record of human learning. After the invent of art of writing and writing material, manuscripts were produced in abundance. The word "Pustaka" or "Grantha" (Hindi version of the word "Book") was also used in ancient India. "Pusta" means to smear or to bind. In other words, when the "Bhoja Patras" were smeared together, it was called "Pustak" or a book. "Sutras" and "Upnishads" were produced. During the Vedic period, "Vedas" were produced which were preserved in the "Grantha Kuti" attached to the "Ashrama" which can be said to be an example of ancient reference library (Trehan\(^1\)). As such, it is evident that libraries existed in ancient time also.

The origin of knowledge classification is the basis of "Book classification" of today. Guha\(^2\) refers to the

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classification of knowledge of Vedic period into four branches namely 'Dharma', 'Artha', 'Karma' and 'Moksha'. Similarly, Aggarwala(3) also refers to Panini's scheme of classification and cataloguing of ancient Indian literature lying in "Saraswati Bhandaras" or "Granthagars". Literature of Buddhism, Jainism and Hindu Renaissance period was also kept in "Viharas" which were sort of libraries. In the words of Ghosh and Banerjee(4), rich collections of literature on Jainism and Buddhism was available in the period of king Ashoka, Kanishka, Harsha, Kumarpal, Bhoja etc., who used to give liberal grants for maintenance of this literature.

During Muslim period, with the rise of Bhakti (worship) movement, a good deal of literature was produced by various saints which was preserved in the libraries by their keepers. Emperor Akbar's "Trikh-i-Akbari" (Imperial library) is very famous for its rich collections in the field of religion, history and philosophy. He appointed Faizi, the great Persian poet, as librarian of the Imperial library. Lala Beg was the librarian of famous Royal Library of Humayun.

Although printing from movable type came to be in vogue in Europe from about 1440 A.D., it was in 1556 that the Portuguese Jesuit Fathers established the first printing press in Goa, in India. After the establishment of East India Company, a large number of religious books
were publisher in India. The famous Saraswati Mahal Library (Tanjore Maharaja Sarfoji Sarv Mahal Library) was founded in 1660 A.D. which had collection of more than fifty thousand volumes of king of Tanjore. It was during the Mughal period that the term, "Librarian" was used. There is no evidence of formal training for librarianship upto the Mughal period.

Though British influence is most prominent in India in practically every field yet, surprisingly enough, the United States of America had great impact on her (India) in the field of Library Science\footnote{5}. In 1857, the Universities of Calcutta, Madras and Bombay were founded by the British government for imparting training for the higher civil servants. These universities were equipped with libraries. Subsequently, more universities were established. 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 universities of India. 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 large libraries such as the university libraries established in the nineteenth century. One such training in Imperial Library (now the National Library) was organized 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 organized or were in the process of being organized. 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, John Macfarlane of this library had shifted from British museum. Macfarlane was very much familiar with library methodology and he trained the staff of Imperial Library in a nice way. The Imperial Library, Calcutta provided training to librarians outside its town.

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 at Baroda.

The practical work covered re-accessioning and re-classifying the books at Palace Library and cataloguing of books at Central Library. Borden wanted to add one course on "Scientific Preservation of State records" but due to his short-stay he could not include this course in the curriculum. The children's section, traveling libraries and rural libraries, when opened, served as laboratories to these trainees. These courses were on small scale basis which represented main features of the early training at the Columbia University which emphasized "actual library work under direct supervision, with changes from one department to another, to give a general experience to each of the thirty or forty divisions of the work of a great library".(7)

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. Newton M. Dutt(8) 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
A. B. Clarke, the principal of Baroda college, the proposed programme 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 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 made only a passing reference to his countryman's maiden attempt at starting library classes, much less to speak of the proposed postgraduate course which did not come through. Dickinson said, "a library class has been held at Baroda for three or four years as a result of the sojourn in the Gaekwar's dominions of Mr. A.W. Borden, an American Librarian". (10)

Asa Don Dickinson organized 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. Age-wise also there was variation in classes, from Eighteen years of age to forty or more. Unlike Borden's, there was no woman in the class. However, the tradition of Melvil Dewey, Dickinson's teachers found
its way when Helen Dickinson, the wife of Dickinson, undertook teaching of class in library handwriting. Dickinson also wrote "The Punjab Library Primer" which served as an elementary text book of Library Science for the students. The courses designed by Dickinson in India consisted of following main subjects:

1) Cataloguing
2) Classification
3) Reference work
4) Library economy covering thirteen topics

In two years course, thesis or bibliography was required to be presented. According to report of American Library Association Committee on Library Schools (1900), cataloguing together with classification dominated the teaching and covered much of the student’s time. The report further said, "apprentices and library school students almost invariably think cataloguing 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 included the following instructions(12):

1) Classification
2) Cataloguing
3) Bibliography and Book Selection
After Dickinson’s departure in 1916, it was suspended for two years & reinstalled in 1918. The theoretical work, as in 1915, lasted until December and the practical work continued up to end of April 1919\(^{13}\). In 1921, Lala Labhu Ram, a student of Dickinson, was appointed Assistant Librarian of the university. He increased the number of lectures from twenty five to seventy two. In the second half of the term after December, a special series of lectures by outside librarians and scholars were arranged.

In 1923, number of lectures were increased to seventy six. All these lectures were delivered by Assistant Librarian, Lala Labhu Ram, who received an honorarium of Rs. 500 for the course work. Since 1928, only graduates were made eligible for admission to the class\(^{14}\) 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\(^{15}\).

An All India Conference of Librarians sponsored by Government was held at Lahore between January 4-8, 1918. A proposal was made by C. Nagappa, the 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". It was resolved that: (a) the Assistants of such libraries should be given facilities for learning library work in the Imperial Library, Calcutta, the Panjab University Library and the Baroda Central Library and (b) 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 person applying for training. Duration of such courses was prescribed as six months by the conference.

The problem of education for librarianship came into light at first All-India Public Libraries Conference held between November 14-15, 1919. Two resolutions were passed: (i) Establishment of library schools at all universities and large libraries in India, and (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 "degree 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. 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 (Librarian of Punjab Public Library and the University of Panjab), Mukand Lal (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 (Librarian of the Punjab Public Library, from the 1921 class), Syed Mohammad Abdullah (Principal of the Oriental College, Lahore), Khwaja Nur Elahi (Librarian of the Punjab Public Library, from the 1933 class), Man Mohan Lal Tondon (Librarian of Delhi Public Library), Syed Vilayat Hussain (Chief Librarian of the Pakistan Council of Scientific and Industrial Research, Karachi, from 1938 class) and Habibuddin Qazi (Assistant Director of Libraries in the Govt. of Pakistan, from the 1940 class).

Till 1943, University Library started offering courses every alternative year but between 1944-1946 it organized classes every year. In 1944, an attempt was made to raise the status of this course to a Diploma but it did not succeed. The classes in Panjab School continued to be
held till 1947. Thereafter, these were closed temporarily because the number of students seeking admission in this programme were reduced to minimum.

While the programme 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. Before he returned to India in 1925 to take over as Director of University of Madras Library, he visited some 120 libraries of all types and sizes. Describing the experience, Ranganathan says, (17) "Indeed, even as 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 schools at Baroda, one finds that courses introduced in India were also nothing but 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 Courses developed at the Imperial Library by an alumnus of the Panjab Library 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 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. Under the leadership of S.R. Ranganathan, a short term certificate course of three months duration was started by Madras Library Association in 1929.

During first three years of the Madras Library Association, the 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. According to him, 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 course to create a favourable climate for future undertakings). He formulated his famous 'Five Laws of Library Science' (1931), developed his 'Colon Classification' (1933) and the 'Classified Catalogue Code' (1934). Describing the Library Science in India of the 1920's during which training programmes 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.\(^{19}\)

Looking to popularity and usefulness of the course, in 1931 the university of Madras took it over. In 1937, an improvement was made and certificate course was converted to full time Post-graduate 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 programmes in
Until 1941, Madras Library School was the only school in the region where Post-graduate Diploma Course was started. In 1935, a Diploma Course was started in Andhra Pradesh but it did not exist between 1937 and 1947. 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 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 in anticipation.

In 1945, the Madras legacy was carried to Banaras when Ranganathan assumed charge 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. So, it was the Delhi Library School which became 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.

POST-INDEPENDENCE PERIOD

Due to partition of India-Pakistan in 1947, Dickinson's school at Lahore was closed temporarily. So newly created Pakistan was having no training facilities. India however, continued to develop its programme at the Delhi Library School. 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.

In 1952-53 two students joined in the school's Doctoral programme. Later on, one dropped and only one candidate, D.B. Krishnaraao, 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.\(^{(22)}\) In 1959, this establishment of chair created a separate department with several posts: One Professor, one Reader & two Lecturers. A Post-graduate 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 B.Lib.Sc. degree, 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 (November 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.\(^{(23)}\) It, however, took three years to find a suitable sponsorship for it. Course was offered in September 1951. When offered, it was Post-graduate Diploma Course and not a Certificate Course as originally proposed. All Graduates 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 successful 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.

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 problems of education for librarianship in the region. Amongst the recommendations of the Seminar were:

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

(ii) The Institutions 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 organization and management of school.

Graduate courses were already being conducted at four Universities: One of these four Universities (Delhi) offered even a research course leading to Ph.D. in Library Science. Three of these four Universities were developed under guidance of Ranganathan.

The terms of reference of the Advisory Committee for Libraries appointed by the Government of India included, among other things, the examination of the question of the training of librarians and the conditions of their service.\(^{(24)}\) The committee observed that the objectives of most of Certificate Courses were not well defined and it was difficult to differentiate between professional and semi-professional workers. Two of the universities were still allowing Under-Graduate for admission to professional training programmes. More than 50 percent of the student's time in Diploma Courses was covered by classification and cataloguing 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\(^{(25)}\):

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1. Semi-professional level, requiring training methods and routines.
2. Professional level, requiring a sound training in general librarianship.
3. Advanced or specialized level for the leaders in the profession.

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 un-preparedness of a local association to offer such a course. As per the recommendations, Government was to prescribe standards with regard to its syllabus, duration, the selection of teachers and conduct of examinations. Besides universities, State Governments and National Library were also to sponsor the professional course of the first level. For examining the question of teaching methods and conduct of examinations, committee recommended the 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. (26)
In 1957, the University Grants Commission (UGC) appointed Library Committee under the chairmanship of S.R. Ranganathan to advise the UGC about the development of libraries and their organization. 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. 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.

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 Department of Library Science. On February 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 institute received a massive grant from the Rockfeller Foundation, 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. 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 Post Graduate Diploma Course in Library Science was started in the Osmania University, Hyderabad and the Panjab University, Chandigarh, which was changed to B.Lib.Sc. degree in 1965 and 1968, respectively.

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 year's course.

In 1961, U.G.C. appointed a Review committee under the chairmanship of S.R. Ranganathan to review the standards of teaching and research in Library Science in the universities. The recommendations of the Library Review Committee appointed by the University Grants Commission read as under:

"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 at par with the holders of the B.Lib.Sc. degree of the present". (29)

In 1961, the appointment of a Review committee by the University Grants Commission 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 Science courses was very poor and the part-time staff which was drawn from the university library conducted the teaching in most of the schools. Objectives, prescribed syllabi for B.Lib.Sc. and M.Lib.Sc. courses were defined by the report. It also spelled out sector for research in Library Science. 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 and cessation of the practice of employing part-time teachers in library schools drawn from the university libraries. 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. Bombay University and Panjab University also started this course in 1967 and 1970, respectively.

In the field of special Librarianship and documentation work, special courses for special librarians
and documentalists were started by the DRTC in 1962, under the guidance of Ranganathan; the INSDOC in 1964 and the Indian Association of Special Libraries and Information Centres (IASLIC) in 1966.

With this background P.C. Mahalanobis founded the DRTC at Bangalore and placed it under Ranganathan's directorship. The DRTC offers specialized courses in 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 candidates 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 Government of India has also recognized 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 (INSDOC), has provided an apprenticeship training and in 1969, a short term course for Asian documentalist. The centre realized 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 was of one year duration. This course emphasizes 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 M.A. is eligible for admission to this programme. In case of deputed candidates, this requirement is relaxed.

The problem of library education has been discussed in a number of seminars organized from time to time. Indian Association of Special Libraries and Information Centres (IASLIC) organized 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 etc. The seminar, in its resolutions passed, recommended: (1) training scheme for teachers of library school; (2) Uniform standards in the matter of contents, duration, qualifications for admission, fees etc. of the courses in Library Science to be 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 December 1-4, 1965. The seminar was unique for several reasons. First, the UGC financed the seminar, secondly, it was organized by a Woman’s University, and thirdly, the seminar, discussed at length teaching methodology in Librarianship. Seminar on ‘Education for Librarianship in India and America’ was held at the Banaras Hindu University between February 10-12, 1966. Another seminar on the "Teaching of Library Science" was organized by the Delhi Library School between September 2-4, 1966. 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 field of science or social science, or humanities and combination of the existing papers, such as classification theory and practice and cataloguing theory and practice; the provision for specialization in a wide range of subject fields in the M.Lib.Sc. programmes; the institution of inter-disciplinary teaching and research; and most importantly, the formation of mechanism for accreditation of training offered by the university".
The question of training of librarians was 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.(31) 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 specialized training beyond the basic Post-graduate level should be the responsibility of institutions, such as the National Library, recognized 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.

On 19th December, 1969, the Indian Association of Teachers of Library & Information Science (IATLIS) was formed at Bangalore at the time of DRTC Annual Seminar. In the year 1972, the Documentation Research & 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. (32)

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, Delhi. The seminar on the "Problems of Library Science Education in India" was held in the Panjab University, Chandigarh from February 25-26, 1977. 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. Indian Association of Teachers of Library & Information Science (IATLIS) has been organizing conferences and seminars on various themes of Library & Information Science education from time to time.

"Indo-US Conference of Library & Information Science Professionals" (Pre-IFLA Conference) was held from August
27-28, 1992 at New Delhi in which various issues concerning Library & Information Science education were discussed. Papers presented in these seminars and conferences covered topics like curriculum development, teaching methods and techniques, use of audio-visual aids in teaching, need of organizing the educational trip, apprenticeship, accreditation of Library & Information Science courses in India, etc.

PRESENT POSITION

At present various levels of Library & Information Science education prevail in India. The lowest one is called "Certificate Course in Library Science" (Cert. Lib.Sc.). The objective of such a course is to train persons who may be required to manage school and small public libraries and to work as semi-professionals in the large public and academic libraries. It is a Post-matric course and the duration of the course varies from three months to one academic year. This course is being conducted by certain State Library Associations and Directorates of the Correspondence Courses of certain Universities. Some of the Institutes are conducting Post-matric "Diploma Course in Library Science" of one year duration, course contents of which are almost similar to those of the "Certificate Course in Library Science".
A few Government Polytechnics in certain states are conducting Post-matric "Diploma in Library Science" (Dip.Lib.Sc.) course of two years duration. This course is generally meant for women and the purpose is to train librarians for the school libraries and cater the need of semi-professionals for the large public and academic libraries.

"Bachelor of Library Science" (B.Lib.Sc) course is being conducted by more than eighty five universities, colleges and similar other organizations in India. Indira Gandhi National Open University, New Delhi and Dr. B.R. Ambedkar Open University, Hyderabad have also started this course, through correspondence, for persons working in the libraries as semi-professionals. This course is Post-graduate course and most common in the country. Certain courses on "Information Science" have also been included in the syllabus and the course is called "Bachelor of Library & Information Science" (B.Lib.&Inf.Sc). The objectives of this course are to give the students an understanding of the basic principles and fundamental laws of Library & Information Science; to enable the students to understand and appreciate the functions and purposes of the library in the changing social and academic set up of the society; and to train the students in the techniques of librarianship and management of libraries.
In 1948, S.R. Ranganathan started advanced training in librarianship leading to Master of library science (M.Lib.Sc.) degree at Delhi University. In 1965, Banaras Hindu University also started the same course, followed by Panjab University in 1970 and so on. At present more than fifty universities in the country have been conducting this course, which is known as "Master of Library & Information Science" (M.Lib.& Inf.Sc.) course, as certain courses on "Information Science" have been included in the syllabus. University of Madras, Annamalai University and Kurukshetra University have started this course through correspondence course also for the in-service library staff. The objective of this course is to acquaint the students with the attributes of the universe of subjects, particularly its development and structure; to give the students specialized and deeper knowledge of the use of the documents; and the theory and practice of dissemination of knowledge embodied in documents in different types of libraries; to make the students proficient in the design, development and use of advanced library techniques and tools and in the management of particular types of libraries; and also to acquaint the students with the methods of research.

Master of Philosophy (M.Phil.) in Library Science course was started by the University of Delhi in 1978 for the first time in the country. Now, a few more
universities have started this course. The objective of this degree is to train persons for senior professional positions and teachers of Library & Information Science.

Facilities for research in Library & Information Science leading to Ph.D. were previously available in the University of Delhi. More and more universities have started this degree and at present more than thirty universities in the country have facilities for research leading to the degree of Doctor of Philosophy in Library & Information Science. The objective of this degree is to guide the students to select a problem or subject in Library Science, Information Science, Documentation etc. for investigation; to guide the students in doing research in the subject selected and present a thesis and to train the students in the methodology of research and in productive ways of doing research.

Documentation Research & Training Centre (DRTC), Bangalore, which was set up in 1962, started training course leading to "Associateship in Documentation". The purpose of this course was to produce Documentalists and Information Scientists for the Industrial Libraries, Information Centres, Documentation Centres and other categories of special libraries. DRTC is linked with Indian Statistical Institute, which is a "Deemed to be University".
Similarly, Indian National Scientific Documentation Centre (INSDOC), New Delhi started specialized training programme in Documentation, Reprography and Information Technology, in 1964, in order to train the personnel for Documentation & Information work in the Government and non-Government institutions and organizations in the country. Earlier, the nomenclature of this course was "Associateship in Documentation and Reprography", which has now been changed to "Associateship in Information Science".

Thus, it is evident that there has been considerable development in education for librarians in India after independence. 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 emerged. In 1930's there were only two university library schools. The 1940's saw another four library schools. During 1950's five more schools came into being. Eighteen library schools were established during 1960's. At present, there are more than eighty five universities conducting Library & Information Science courses in India. These are in addition to various in-service training courses, summer schools, winter schools, refresher courses etc. for the working librarians, which are conducted by various universities.
with the financial aid from the university Grants Commission (UGC).

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