CHAPTER- 2
CHANGING HORIZONS OF LIBRARY AND INFORMATION SCIENCE EDUCATION AND TRAINING

2.0 INTRODUCTION

Analysis of the past history always helps to assess the present situation which in turn would take to the right course to the bright future of any particular field of endeavor. Library and information science is no exception to this. The LIS discipline with its dynamic nature is in quest of new horizons world over. The Indian library world has recognized for long a continuous need to study Indian Librarianship and Library Science. No study of a discipline is complete without studying its historical developments. Thus, to understand the development of librarianship in India, it is necessary to take in to account the history of libraries in India.

The world hates change, yet it is the only thing that has brought progress. Therefore give up traditional tools, techniques, methods, processes and be alert to problems, pitfalls, choices and opportunities can definitely deal with change positively. If library profession has to survive it will have to inculcate quality culture in their systems and procedures and have to reorient their products and services to make them profession-friendly. To study modern man's curiosity in respect of human achievements of the past that serious studies have been made in the field of libraries of ancient civilizations for example of Egypt and Babylon, of Greece and Rome. These studies have revealed that some of the tools, techniques and methods of ancient and medieval libraries bore by tradition and practice have continued in those of modern libraries and they have profited by them.

In the western world the two term 'Library' and 'Bibliotheka' are used to denote the place where books and manuscripts are kept. The former is derived from the Latin root 'Liber', i.e. book whence the term 'Librarian'i.e. a place where to keep manuscripts and books. The word 'Bibliotheka' is derived from the Greek word 'Biblos' or 'Byblos' whence the word 'Biblion',i.e. a booki and 'Theka' means a case or cabinet hence 'Bibliotheka' is literary a book-case or a collection of book

Education is one of the key factors, on which the development of a nation depends. Hence, it is referred as 'axis of the nation's development', plays an important role in the advancement of the society. Education for Library and Information Science (LIS ), as a subject of study, compared to other disciplines, has
emerged more recently, a 20th century phenomenon having a history of little over hundred years.

2.1 PRE-INSRIPTION PERIOD

Whether it be an ancient Egypt, Babylonia, Assyria, Phoenicia or elsewhere, we find in most cases tangible proof that the libraries in one form or another existed even in the remote past of human civilization. In the past we had rock books and clay books and books on many other kinds. Many of our epics have survived till this day solely because they were stored in human memory and handed down from one generation to the next. This period may be termed as the pre-inscription period. But in the course of human development it was not quite reliable. Since "the palest ink is better than the most retentive memory" says the Chinese proverb. And in the ancient written material, pyramids constitute an important source. A pyramid is a unique Egyptian structure, primarily meant for royalty. This mode of burial was in fashion from the 1st to the 12th dynasty say from 4500 B.C. to about 2500 B.C. As repositories of ancient inscriptions these monuments are known familiarly as "Rock Book" and they constitute the idea of libraries in embryo.

So far as the surviving records indicate, the ancient Egypt and its temples come to the forefront though one may postulate that libraries began in Sumer, since it is known as the cradle of our civilization. By 2700 B.C. the Sumarians are said to have established private and religious libraries with the collection of over 30,000 clay tablets which used to be kept in cylinders.

2.1.1 INDUS VALLEY CIVILIZATION

It was a great memorable moment in Indian archaeology when in 1922 two cities of great antiquity were spotted in the Indus Valley (3000 B.C.), one is the Mohanjo-Daro meaning the 'Mound of the Dead' on the Indus in Sind and the other the Harappa on the Ravi in the Montgomery district of the West Punjab, both now in Pakistan. The civilizations revealed by the remains of these cities, though later than the River Valley Civilizations of Mesopotamia (now Iraq) or Egypt was for a considerably long period contemporaneous with them.

Mohanjo-Daro and Harappa are four hundred miles apart, but are identical in their layout, architecture and building techniques. There is evidence to suggest that the Harappan and the Sumerians had trade relations. Mohanjo-Daro and Harappa were destroyed some time about 1500 B.C. The Aryans may have sacked the cities.
2.1.2 THE LIBRARY AT KARNAK

The Egyptians did have a flourishing literature and a virtual monopoly on the cultivation of papyrus (an aqueous plant used as writing medium). Across the Nile from Karnak were discovered the tombs of two librarians, father and son named Miamun about 1200 B.C. These tombs suggest that the position of librarian like many other public offices in ancient Egypt may have been hereditary. Only ruins have survived to tell about the library at Karnak. Which was under the protection of the god of arts and sciences as the “House of Papyrus” still stands, though none of the manuscripts that once it contained has survived. On one of the walls of this structure was curved the catalog of the library’s holdings depicting the god of darkness and discord, to protect against reptiles and serpents and also the book of all mysteries. The survival of the record was favored by a warm dry climate that was hospitable to preservation and a religious belief that encouraged the storing of materials in the tombs for the use of the deceased in the next world. In consequence we probably know more about libraries in Babylonia and Assysia where they wrote on clay. But the day of the clay tablet came to an end by the time the Assyrian Empire was no longer a power in the ancient East.

With the passing of the Assyrian empire attention turned to Greece. The Greek Geographer Strabo wrote that “Aristotle was the man to collect books and to teach the kings of Egypt how to arrange a library”. But Strabo wrote some 500 years after that distinguished philosopher so his word must be taken with considerable skepticism.

2.1.3 LIBRARIES OF ANCIENT GREECE

The world’s first major libraries were a product of Greek Genius and there was no reading public before the 5th century B.C. Prior to that for many years thereafter the people learned from the mouths of traveling bard and story-tellers. By the close of the 5th century B.C. however, books were plentiful in Greece though it was not until the time of Aristotle that the Greek world passed from oral instruction to the practice of reading. There would appear to have been numerous private book collections in Athens during the “Golden age of Pericles”, in the 5th century B.C., and doubtless some of them were open to scholars of the time.

2.1.4 LIBRARIES OF ANCIENT ROME

The first public library in Athens was established in 330 B.C. so that the populace could read the authentic record of the great Greek Dramatists, Aeschylus,
Sophocles, and Euripides whose tragedies were tremendously popular. According to the historian Polybius by the 3rd century B.C. there were many libraries both public and private in Athens that the Sicilian historian Timacus spent 50 years engaged in research in them.

2.1.5 LIBRARY AT ALEXANDRIA

The most significant library of ancient Greece was established not in Athens but in Egypt. Alexander the Great planned to erect at the mouth of the Nile a great city that would rival Athens as a seat of culture. Nevertheless Alexandria became an important center of learning under the reigns of the Ptolemics. In the city of Alexandria, Ptolemy I (367-283 B.C.) erected a magnificent building near the royal palace, in an elegant part of the city known as Bruchium. The building was to be used as a museum, a library, and an academy. It was, however under Ptolemy II, that the Alexandrian library achieved its greatness. The zeal with which Ptolemy collected books has been said to have amazing. Whenever a merchant vessel returned to harbor, inquiry was made of any manuscript in the cargo and the original was kept in the library and a fair copy was returned to the owner. Unfortunately, the original library was destroyed by fire in 47 B.C. as a result of the street fighting when Julius Caesar conquered the city and the Serapum became the main library.

When Julius Caesar captured Alexandria, the ancient library that bore the Macedonian's name was in ruins because consumed by the fire. More destruction in 450 A.D. removed a priceless inheritance of Greek, Hebrew and probably Mesopotamia literature and much of what was then known of ancient Egypt.

According to Arrian, when Alexander the Great, Aristotle's most famous pupil, halted during one of his journeys along the Nile Delta between Lake Mareotis and the sea, he noted that the site was the very best in which to found a city and that the city would prosper. Looking to place remote from the shrines of Olympus, he commanded that there should be dedicated to the muses a library in which the new city the most important to bear his name.

It is heartening to note that this interest in the past is being encouraged by a vision of the future, the Bibliotheca Alexandrina; an ultra modern library is being developed under the auspices of United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Egyptian government.
2.1.6 TREATIES ON THE HISTORY OF ANCIENT LIBRARIES

James Westfall Thompson in his treatise on 'The History of Ancient Libraries' pointed out that the early Christians were as fanatical as the Moslems and were equally capable of ordering the destruction of the library. At Pergamum in the Northwest corner of Asia, Eumenes II (197-158 B.C.) is said to have been erected near the temple of Athens, the second great library of the classical world though it is known through the explorations of the 19th century. According to tradition, the library met its end when Anthony gave its collection to Cleopatra to enrich the Alexandria because the Egyptians are said to have prevented the growth of any rival collection.

2.1.7 ROMANS AND GREEKS

Roman culture was deprived from the Greek, for the first 500 years of its history, Rome had no libraries and little recorded literature. When the history of Rome began to be written (218-201 B.C.), it was written in Greek and only later it was translated into Latin. One should not belittle the contribution of the world's great literature of such Roman writers as Virgil, Horace, Quid, and those others whom school children in England required to read in original Latin.

2.2 ANCIENT SYSTEM OF EDUCATION

There is always a close relationship between "Education" and the "Place", Period and the "People" for which it is meant. The principle aim of education during the ancient period was to promote the physical, intellectual, and spiritual development of an individual. The existence of libraries in India dates back approximately to 4,000 B.C. These ancient libraries had manuscripts both in Kharosthi and Brahmi scripts inscribed on palm leaves. Turning to this inscriptive period, the period when literature and learning began to be reduced to writing again the date when this period began has not been determined. The chronology of India's past before the Christian era except the Alexander invasion is yet not beyond dispute and doubt. The earliest available example of writing are in two main above mentioned scripts. Brahmi is considered as the parent script for India. Leaves constituted perhaps the most common medium in those ancient days. Ink was extensively used in ancient India for writing and the Puranas mentioned the fact

2.2.1 THE GURUKULAS, RISHIKULAS, AND ACHARYAKULAS

The Gurukulas, the Rishikulas and the Acharyakulas of ancient time did not depend upon guidance from society, as the case with the modern educational institutes. The divine rays of enlightenment were diffused by the hermitages of
preceptors. The pupils gained the knowledge of the principle of education at the holy feet of the Brahmans of India who had purged and purified themselves through sincere penance. There is a Sanskrit saying ‘Kosavam Acharyah’ which means that to have a library is to be an educator. This certainly gives an idea of the prestige, privilege and responsibility of one who possessed a library.

2.2.2 EDUCATIONAL SYSTEM OF THE VEDAS

In the Rigveda the hymns were composed in verse and they included interpretations of God, soul, rebirth, the universe etc. The Yajurveda has been written in prose. And within the scope included sixteen practices relating to Human culture, Animal husbandry, Music, Mathematics, Geography, Astronomy, Medicine, Alchemy, Architecture, mechanics, Use of arms, Horsemanship, Military training, etc. The Atharvaveda emphasized the importance of principle of scientific education. That is why the Artharveda is regarded as embodying the spirit and methods of scientific knowledge. Since Vedas passed from generation to generation through oral tradition, known as ‘Shruti’ and ‘Smriti’ i.e to listen and to retain. Librarianship, therefore in the sense of collecting and preserving books and manuscripts has been in existence in India since time immemorial.

2.2.2.1 METHODS OF TEACHING

The methods of teaching were based on principles of human psychology. The sages had adopted oral instructions and deep contemplation as the two methods of education in order to preserve the sanctity of the mantras.

2.2.2.2 MEDITATION

There was provision also for the teaching of the methods of meditation upon the import and implication of the texts so that the wisdom contained in them could be preserved. This instruction was imparted by the preceptors only to the prudent and sagacious students who under the dexterous guidance and by means of self-study and deep meditation duly got hold of the hidden purport of the texts along with the meanings and significance of the words and hymns.

2.2.2.3 BRAHMAN SANGH

The institution known as “Brahma Sangh” was established for the students who had mastered the branches of sacred science and had perceived and realized the mysteries of the universe to carry on further investigations and propagate their findings and thus keep burning within them the desire to annex new citadels of knowledge. In this institution sagacious students got full opportunity for intellectual
intercourse. This "Sangh" of the vedic age was similar to the seminars of modern times and it was through this that knowledge was acquired and propagated. And on the other hand, during the Rigvedic period, the female education was its apex. During the Brahman period, due to the development of the carious aspects of the rituals, the number of the subjects in the curriculum increased. It became rather impossible for a student to read all the subjects; the various branches of study were developed. The duration of study was twelve years. Here the more brilliant students used to study.

2.3 BUDDHIST PERIOD

During the Buddhist days Vihars and Monasteries came into existence. Pureshapeura (modern Peshawar in Pakistan) was the capital of the country and a famous seat of learning prior to Nalanda. In Northern India, Taxila the capital of the important province of Gandharavas situated about 30 miles west of Rawalpindi was undoubtedly the important seat of learning in the ancient valley of the Sind in the 6th century B.C. Taxila, its fame as a university centre if referred to in the Jataka, the finest Buddhist work. There are references to some of its distinguished students such as Panini, the famous Grammarian, Chanakya or Kautilya, the famous Prime Minister during the reign of Chandragupta Maurya, Jivaka, the famous Physician of his time etc. Near Taxila, Kumaralabdha, the great Sutrantika doctor of Buddhism had his famous library where the composed his expository treatises. Along with Ashvaghosh, Deva, Nagarjuna, he was one of four luminaries of the ancient world.

2.3.1 TAXILA UNIVERSITY

The name of the city was Takkasila or Takhsasila (in Sanskrit Takkasila) meaning probably "the city of cut stones". The name of the city is mentioned even the real Indian epic the Mahabharata. The remains of Taxila are situated immediately to the East and North-East of Sarai-Kalan, a junction on the railway, 30 miles North-West of Rawalpindi. When Huan Tsang visited Taxila in the 7th century (629-645 A.D.), he found it had become a dependency of Kashmir.

Indian educational system has its moorings in the hoary past and it has descended down to us after traversing several millennia on the time scale. As the oral communication was the only mode known to the Aryans in the Vedic age to carry on the teaching-learning process, this may perhaps be the reason that no traces of a library has been discovered in the archaeological excavations at Taxila,
which was a famous seat of learning for nearly a thousand years between 700 B.C. to 300 A.D.

2.3.2. NALANDA UNIVERSITY

The university at Nalanda (Bargaon near Rajgir), about 50 miles south of Patna was founded by royal loyalists. The Nalanda University which flourished between 300-850 A.D. in Bihar is mentioned to have had a huge library complex, known as Dharamganj, a political name, mart of religion, comprising three grand buildings called Ratnasagar (Sea of gems), the biggest of the three and was nine-storied building, Ratnadadhi (Ocean of gems) and Ratnaranjak (Collection of gems). Such libraries were noticed by Fa Hien in the 4th century A.D. Fa Hien also visited Buddhist monuments at Taxila but had left no particulars about them, because the work of destruction is attributed to the hordes of barbarians the white Huns.

And the other most famous seats of higher learning were Vikramsila, Mitila, Mathura, Ujjiani, Kosambi, Nadia, Ratnagiri, and in the east of India included Monghyr, Champa, Kamarupa, Kalinga, and Vidarbha, etc. and in the southern and western parts included Vijayawada, the Chola dynasty, Konkan, Valabhi etc.

2.3.3 VIKRAMSHILA UNIVERSITY

Another famous library of ancient India was at Vikramshila near modern Bhagalpur in Bihar. The monastic centre was founded about 810 A.D. and here scholars who came from distant parts translated and transcribed books and built for the institution a valuable library. After Hiuen-Tsangn, the two Korean monks Hwui Nieh and Taou He came to Nalanda while living at Nalanda the former wrote many Sanskrit works. Sturred up by the great personalities of Fa-Hsuen and Huien-Tsangm, the next important Chinese traveler who visited India with the purpose to collect Buddhist manuscripts was I-tsing. He reached India by the sea route in 672 A.D. and stayed 13 years in India. As per the records of the Buddhist religion wooden chairs were made common property. But the scriptures of their commentaries were parted with and sold and money acquired distributed among the resident priests.

2.3.4 THE WORD ‘PUSAKA’ or ‘GRANTHA’

The word ‘Pusaka’ 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 Bhurja Patras was smeared together it was called ‘Pustaka’ or a book. In the past Vedic Period, the land of Vedas then called ‘Brahmavarta’ or ‘Aryavarta’ had ‘Ashramas’ (Forest Schools or Seminaries) set up on the banks of the sacred rivers in the forest,
where the great seers and teachers lived and taught the sacred texts of the Vedas, the Upvedas, Angas, Upangas, the Brahmans, the Upnishads and the Sutra literature to their pupil. To facilitate memory a sizeable collection of Vedic literature in a cottage called ‘Granthakuti’ attached to the Ashram. This ‘Granthkuti’ can be said to be an example of the ancient most reference library or personal collection of selected works. In ancient and medieval India the following terms were greatly used to denote a collection of Granthas or Pustakas:

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### 2.3.5 THE EARLIEST KNOWN MANUSCRIPT IN INDIA

Over 5000 years, India has produced a rich wealth of literature of varied facets of knowledge. In the written form, this vast corpus of literature is supported in various languages and scripts, and on different kinds of material like birch bark, palm leaf, cloth, wood, stone and wrought iron and paper.

Preservation of the storehouse of knowledge in the form of MSS presents significant challenges. Comprehensive information regarding the manuscripts wealth of India is not available at present. A survey made in 1989-90 estimated that the total number of Manuscripts in India is about 5,000,000. And many of the following organizations have very diverse collection of manuscripts e.g. The Saraswati Bhawan Library, 1791 (now, Sampurnanand Sanskrit University, Varanasi), Maharaja Serofji Library, Thanjavur, 1798, Ranvir Sanskrit Research Institute, Jammu (1857), Governmental Oriental Manuscript Library, Madras, 1870, Adyar Library and Research Centre, 1886, Government Oriental Library, Mysore (1891), and Central Library Baroda (1893) are some of the earliest modern libraries in India.

There is need to enhance awareness amongst owners about the deteriorating condition of manuscripts and need for preventive conservation. There is also need to build up a National Manuscripts Library at Indira Gandhi National Centre for the Arts (IGNCA). The earliest known manuscript (MSS) in India is a 5th century A.D. belonging to the Kashmir Valley, which is preserved in the manuscript section in the National Archives of India (N.A.I.), New Delhi.
The necessity and importance of the libraries have been recognized from ancient times. Even at a time when the art of calligraphy and the use of paper were unknown on papyrus, clay tablets, leaves of palm trees etc. They were preserved and whenever difference of opinion arose they were consulted. The government of India has also launched a National Manuscript Mission to locate and preserve manuscripts (MSS).

2.3.6 ANCIENT LITERATURE IN INDIA

The only ancient library in India which is still preserved is that of 'Tanjore' in South India dating from the end of the 16th century. It contains 20,000 manuscripts written in Devanagri, Telugu, Malayalam, Bengali, Punjabi, Kashmiri, Oriya script. It is said that 8,000 volumes are on palm leaves. The Tanjore Saraswati Mahal library is an important landmark in the history of libraries in India. The existing Nilkantheswar temple at Udaipur was partly used as the library in 1059 A.D. by Udayaditya.

It is to be noted that in their bid to organize knowledge the librarians evolved the techniques of classification and cataloguing to the likes of Charles Amni Cutter, Melvil Dewey and others. In fact, the attempts to organize knowledge have continued since the ancient Brahmanical and Buddhist education was at its peak when the administration of the country passed in to the hands of the muslims rulers like Bhaktyar, Aladdin, Feroz and Aurangzeb who dealt fatal blows against the Indian educational system. Mosques began to replace temples and Maktabs and Madarasas usurped the place of Brahmanical.

2.4 MEDIEVAL PERIOD- MUSLIM RULE, 1200-1600 A.D.

The Muslim Rule during the medieval period in India lasted for about 650 years or so. The existing system of ancient Pathshalas seldom received any encouragement and patronage worth the name from the Muslim rulers except in a few cases which did not continue due to the historical vicissitudes of the period during which centers of ancient system were erased. Burnt and completely destroyed at several places by the fundamentalist invaders. The ruins of Nalanda, Taxila and other seats of learning bear ample testimony of these disastrous subversive events. During the medieval days Persian became the chief medium of instruction. Mosques, Maktabs and Madarasahs were the principal places of education.
2.4.1 FROM PAPYRUS TO PAPER

Fortunately, paper came to be used as writing material in the 12th century and this gave a fillip to book production, and led to the enrichment of libraries. Contrary to popular belief, Islam laid great stress on the acquisition of knowledge. The first word of Allah, one to prophets was 'Iqra' which means to follow knowledge. This in turn further led them to build up the ambitious plans of their grandiose enterprise by setting up great libraries in cloistered walls to preserve the priceless documents.

2.4.2 HINDU EDUCATION DURING MEDIEVAL PERIOD

Education could not retain one general form during the Muslim Rule because of the individual interaction and idiosyncrasies of different rulers. The State did not recognize education as a part of its administrative scheme nor could these evolve any basic system of general education. In the absence of sound basic principles education remained at the back and call of the Emperors.

The ancient Indian education system was not affected in the least by the Muslin Rule although the education centers were verily destroyed. Hindu education went on progressing even in the medieval period. Besides, Indian saints and sages remained opposed to the superficial culture. The Muslim invaders could not do anything more than material damage to the Hindu educational system. Moreover, Mathura, Kashi, Patna, Ujjain, Dhar, Vijaynagar and Podichery could be counted among the important centers of education in the medieval period.

2.4.3 FORM OF EDUCATION LITERATURE AND ITS EXPANSION

Till this time literature was uninfluenced by the Prakrit language, but now Hindi originating from the Prakrit language became the medium of everybody speech and thought. There were some such saints like Kabir, Nanak, Tulsi and Surdas etc whose importance in the field of literature can not be regarded in any way as inferior to that of the other in the religious sphere.

By the medieval period both the Buddhist religion and education remained intact. Places where Muslim influence could not reach, Hindu education continued in its old religion form. The preceptors continued teaching the texts of Hindu religion, viz the Veda, Puranas, Upanishads and Smriti, etc. to students in hermitages.

The expansion of Indian literature was larger than that available even in the ancient period. Kabir. Nanak, Tulsi, Jayasi, Nanddas, Kalhan, Kutban, Bihari, Bhushan, Surdas, Dadu, Sayan, Madhav, Nidyaranya, are a few of the names to be reckoned with in the field of literature. And a lot of literature was produced in the
medieval period viz., Padmavat, Akbravat, Ramcharit manas, Sur Sagar, Shivraj Bhushan, Chhatrasat, Dashak, Kavipriya, Rasikpriya, Rajtarangini.

The history of Medieval India (1200-1600 A.D.) was characterized by the predominant position of the Muslim Rulers. This position enabled the Muslims to impart many cultural and library activities, writing history, maintaining a record of minute details, maintaining libraries, manufacturing paper, tainting leather for book binding, employing professional binders, Calligraphist to make copies, proof readers and others. The coming of Mughals in India initiated a notable step in the progress of library development. They were well read and have been rightly called highly cultured men. The period from Babur to Aurangzeb runs a continuous library tradition and patronage of libraries along with other cultural and literary activities. Following the path of their emperors, the Mughal provincial Governors or Nazims themselves made a history in the development and patronage of libraries and librarianship. Notable among them were the Nazims of Bihar, Oudth, Junpur, Khandesh, etc.

The Emperors paid special attention to the task of the establishment and management of their libraries. However, the early Muslim Rulers of India had constructed no separate library buildings. The educational institutions i.e. the mosques and the Khangahs were the places where books were deposited and preserved and this is the reason why historians do not say much about libraries during Muslim Rule in India. With the advent of Mughals in India libraries along with other institutions of social and cultural life received considerable attention.

2.4.4 ESTABLISHMENT OF MUSLIM RULE IN INDIA

While the Muslim scholars were active globally, their Indian counterparts acted locally by translating and preserving the manuscripts, books, documents in their specially set up libraries. Muhammad Ghori established the first Madarsa at Ajmer in 1191 A.D. Ilutmesh (1211-1236), Razia Sultan (1236-40), Ghiyas-ud-din Balban (1266-86) were famous for their patronage and zeal for learning. Raziya Sultan appointed Mohojul-Siraj, the author of Tahqat-i-Nasiri and who was also the head of Madarsa-i-Nasiri at Delhi.

The Tughlug dynasty Sultan Ghiyas-ud-din Tughlug was fond of men of learning. Muhammad Tughlug, the 11nd was a lover of fine arts, a cultured scholar and an accomplished poet, he was equally at home in logic, astronomy, philosophy, mathematics and the physical sciences. He was thoroughly acquainted with literary works like Sikandarnamah and the Tarikh-e-Mahmude.
Jalalu-ud-din established the Imperial library at Dili (now Delhi) and appointed Amir Khusrow as the librarian. The learned Saint Nizam-ud-din Auliya had a library which was the property of the Waqf and was opened to every man of learning. In the absence of an organized Education Department, the full advantage to education could not be given and certain beneficial aspects of it remained untapped.

Mohammad Adil the founder of the Bijapur kingdom was a highly cultured man of letters. He was a writer of good prose and poetry and foreign scholars of Persia, Russia and Turkey visited his kingdom. In the regime of Ismail Adil an account of the government income and expenditure began to be maintained in Hindi and not in Persian and competent Brahmans were employed for this. Mohammad Qasim, the author of 'Tarikhi Farishta' belonged to this kingdom. The ruins of the government library are still found in the Asiri Palace of Bijapur.

Mohammad Shah Bahmani was a lover of learning and was remembered for the cause of education, on account of his learning people called Mohammad Shah 'Aristotle'. After him, Feroz Brahmani also contributed a great towards the progress of education. He himself was a master of several languages. Firoz was found of logic, comics, science and poetry and particularly fond of the study of natural phenomena. Mohammad Shah II, established several institutions from his personal wealth. His famous minister Mohammad Gawan, was a lover of education, had built a grand building to house a Madarsa in which there was also a provision for the residence of students. A library was also attached to the school.

The central government of Muslims had made sufficient arrangements for the promotion of education. Education had made a mark in the Muslim kingdom of Bijapur, Golcunda, Jaunpur, Bahnani, Malwa, Khandesh and Bengal.

2.4.5 MOSQUES, MAKTABS AND MADARSA

The Muslim rulers of India were staunch followers of Islam. Consequently, a number of Mosques were built and along with them Maktabs and Madarasas were also opened. Thus the rulers did the work of religious propagation by means of education. In these Maktabs and Madrasas the students were taught the Koran and other customs associated with Islam. Even at the higher level instructions in Islamic religion was imparted through the medium of philosophy, history and literature. Due to this religious tendency the construction of Maktabs and Madarsas came to be regarded as a holy and sacred duty of the ruler. Maktabs were necessarily built up
with the Mosques and the religious minded Muslims treated general education as a must part of religious education. The teacher was regarded as a very holy being. But it must be remembered that it was this very strong religious sense which provided the incentive to the desecration of the Hindu and Buddhist temples and schools and their replacement by Mosques.

There were some Muslim rulers also who had no touch of fanaticism in them and they built several Maktabs, Madrasas and libraries out of their heart's desire. Not only these rulers but some respectable citizens also made a commendable contribution to the development of education. The educated persons were given a high position in the administrative machinery of the country and hence who were keen for government jobs were all the more attracted to education.

In the Muslim period also education helped in the solution of religious riddles. Education did not aim primarily at providing a means of livelihood, nor were the students equipped for this in a mechanical manner. The students gained through education knowledge of literature and other subjects, but the object of education was the procurement of knowledge and not the means of subsistence.

In the Medieval India most of the prominent libraries were attached were attached with the Madarsas or the Mosques in Delhi, Mandu. Ahmedabad, Gulbarga, Bijapur, Golconda, Hyderabad, Lucknow, Rampur, etc. Some prominent Madarsas with libraries were there in the cities of Ajmer, Agra, Bihar sharif, Badauni, Narnaul, Bareilly, Thaneshwar, Pilibhit, Varanasi etc.

2.4.6 BABUR

Zahir-ud-din Muhammad Babur (1526-1530 A.D.), a Turk; by his father was the descendant of Timur. His mother was the descendant of Chingiz Khan. Babur was a peculiar scholar of his time and a gifted poet and writer. Among his various works, his autobiography has a unique excellence on account of which he has been regarded as "the prince of autobiographers". The style of writing initiated by him became known as Baburi, probably based on his own name. He had established a separate department known as 'Shohrate Aami' the main function of which was to manage new publications and to build new schools. In this way he made the work of educational expansion an essential function of the government. He honored men of letters. To decorate the library at Delhi, Babur collected the most exquisite paintings of the country. In administrative machinery great importance was attached to the expansion of education and it was regarded as a very holy function.
Babur was keen in building up imperial library as well as his own personal library. The rule is also credited for having introduced the art of book illustration which considerably developed during the reign of his son and grandson.

2.4.6.1 BABURNAMA

There is a turn in the tide of the history of Indian education from the time of the Moghals. In his autobiography 'Babur Nama', Zahir-ud-din Mohammed Babur took up the differences towards education of the preceding Muslim rulers. Although Babur's statement that there was neither any educational institution in India nor any civilized society is not truth but nevertheless even this wrong notion of his is indicative of his fondness for Higher Education.

(The memoirs of Babur, written himself were translated into English language by John Leyden and William Erskine and were published in 1826 but the book has been out of print for many years and memoirs are therefore practically unknown. Any value there may be in this abridgment is due to the original translators.) (F.G. Talbot, 190.

2.4.7 HUMAYUN

Humayun (1530-1556) by nature was a lover of literature. He was such a bibliophile that he made ceaseless efforts for their collection even in his disturbed and unquiet regime. The royal library was adorned with these books. Even when he had to flee from India he did not forget to carry with him his favorite books and also took with him his beloved librarian Lal Beg or Baaz Bahadur. The author of 'Tazkirat-ul-Wakiyat worked under him. Humayun opened a Madarsa in Delhi and several others were built in his reign. On regaining the throne in India, Humayun converted Shershah's 'Shermandal' in to a library. People go to the extent of saying that a madarsa used to be held in the upper storey of Humayun's mausoleum. Humayun was very found of reading Taimurlaine, from a copy of 'The History of Taimurlaine'.

2.4.8 AKBAR

The extraordinary development that took place in the field of education and literature is praiseworthy. Indian culture made all round progress in the reign of Akbar. In Akbar's court there was an abundance of scholars and men of letters, The 'Nauratan' (Nine Gems) of the court added extra glory in the world of culture.

Badr-ud-din Jala-ud-din Muhammad Akbar though unlettered was a very cultured Emperor with a strong desire for learning. He used to hear every book from the beginning to the end. The influence of the Jesuits on Akbar is well-known. The
Jesuits participated in Akbar's religious discussions and established a college and a church at Agra. The earliest mention of the Jesuits to Akbar was in 1580 A.D. At that time what they presented to the Emperor was a huge and sumptuous copy of the Bible in four languages (Hebrew, Chaldee, Latin and Greek) well bound and gilt in seven volumes. This was the royal polygot then recently published which was edited by Montanus and printed at Antwerp by Planlyn in 1569-72 for King Philip II. This work subsequently returned by Akbar to the Fathers and it had a curious history, being said to have been in the hands of Catholics in Lucknow, until the uprising in 1857.

Akbar himself wrote a book called 'Akbarnama'. By the order of the Emperor many important works originally written in Sanskrit and other languages were translated into Persian. The Mahabharata was translated by Persian scholars like Naqil Khan. In 1589 A.D. Badauni translated the Ramayana. Hazi Ibrahim Sirhind translated Atharvaveda. Mohammad Khan translated Tajak. Mirza Abdur Rahim Khan translated the memoirs of Babur from Turkish into Persian. Besides, it is evidently clear from the above that during the reign of Akbar, there was a regular translation bureau and many important volumes were adapted to the imperial Library. Both the Imperial as well as the Emperor's personal library was enriched by many original literary works. In order to enhance the production of beautiful volumes, Akbar encouraged calligraphy and painting. And Muhammad Hussain of Kashmir was honoured by the title of Zarrin-kalam (Gold Pen). The Lilavati is a treatise on Arithmetic and Algebra written by Bhaskaracharya in 1150 A.D. is a part of his bigger Mathematical works 'Sidhanta Shiromani'. The Lilavati was translated into Persian by Akbar's courtier, Faizi. George Ranking of Oxford, ex-secretary to the board of Examiners in Calcutta, possessed copy of Xaver's Persian translation of 'Lives of the Apostles'. The book in several places bears the seal – Muhammad Akbar, Padishah – i – Ghazi, 1013 (1604 A.D.) which shows that it belonged to the Royal Library of Akbar. Due to royal patronage innumerable able and master calligraphists and artists devoted their lives for perfection of this art. Abdul Fazi described their names and activities in Ain-i-Akbari. In the Ain-i-Akbari, Abdul Fazal deals with the principles of Akbar's government. Badyuni's 'Tarikh-i-Badayuni, Nizamuddin Ahmed's 'Tabkat-i-Akbari an Abdul Fath's 'Murshiyat' are immortal Persian works. Apart from these original works we also have a number of translations which were made during this time. Abdur Rahim Khankhana was handsomely regarded by akbar to whom he
presented his translation of the book 'Waqiyat-e-Babur' from the Turkish language. Badayuni had translated from Arabic the book 'Zam-e-Rashidi' whereas Badshahinama, Hayatul Hayvan and several other were written in Persian. Besides these texts in Arabic and Turkish languages, books in Hindi and Sanskrit were also translated into Persian under various titles. 'Rajtarangini' and Singhasan Battisi were also translated under royal protection.

After the death of Akbar in October 1605, an inventory of the Imperial properties housed in the Agra Fort was prepared. Two European authors Manrique and Delact copied the inventory from official records to find that the Imperial Library contained 24,000 illustrated and well-bounded volumes. Mulla Pir Muhammad who was one of the tutors of the king served as the Superintendent of the library. Besides the imperial collections, innumerable libraries did flourish during this time and they were maintained by the nobles, important citizens, and some queens. One of his queens, Salima Sultan Begum who was very accomplished lady maintained a library of her own. Gulbadan Begum, the daughter of Babur and author of Humayu Nama was also a very learned lady and she also collected books for her personal library.

2.4.8.1 LIBRARIES OF NOBLES

Among the libraries maintained by Nobles, the library of Abdur Rajim Khan-i-Khanan, Governor of Ahmedabad and also a scholar, deserves special mention. Khan-i-Khanan possessed a big personal library, which was maintained by a staff of 95 men. The personnel included the librarian, book-binder, scribe, translator etc, and most of the books of the library were written and presented by their respective authors. Many seekers of wisdom, used to visit the library for study and self-improvement.

2.4.8.2 EXPANSION OF EDUCATION

Scholars were given economic aid by means of jagirs or cash. Various scholars used to assemble in the Ibadat khana at Fatehpur sikri. Akbar appointed the noted scholars of Shiraza as professors in the madrasa. In the royal library books on various subjects were preserved and in order to facilitate the readers in finding the books easily, books in Arabic, Hindi and Sanskrit were catalogued separately. Faize, the poet and the lover of Indian Art, was its librarian. The valuable books were decorated with pictures and illustrations.
2.4.9 JAHANGIR

Nuruddin Muhammad Jahangir ‘Tuzuk’ Padshah Ghazi (1605-1627) amply testifies his library tastes and love of books. Emperor Jahangir was also a patron of learning and promoter of the cause of education. He ordered that the properties of a rich heirless man should be utilized for building and repairing madrasas, monasteries and libraries and repaired even those madrasas that had for thirty years been the dwelling places of birds and beasts and filled with students and professors. The Emperor not only inherited a rich imperial library but considerably enriched the collection and added a picture gallery to it. During his time, Mahbub Khan was the Superintendent of both the Imperial library and picture gallery.

Emperor Jahangir had a special regard for artists. He himself prepared several copies of some of the chapters of ‘Babur Nama’. The art of painting was much developed in his reign. He built several madrasas.

Emperor Jahangir used to purchase manuscripts (MSS) at a very high price. Merten writes ‘The manuscripts for which Jahangir paid 3,000 gold rupees, a sum equivalent to $ 10,000 would not fetch $ 2000 at a sale in Paris today’. In order to maintain a huge imperial library he had a large staff including copyists. Nurjahan, a highly cultured consort of the Emperor was equally lover of books. She maintained her private library and purchased a copy of the ‘Diwan of Kamran’ for three mohurs. The copy is now preserved in the Khuda Bux Library, Patna and the following lines occur on the first page of the Dewan of Kamran: ‘Three mohar, price of this treasure-Nur-un-nisa Begam. Shaikh Farid Bokhari was one of the grandees of Emperor Jahangir’s court and was for a long time he Governor of Lahore and Ahemedabad. He maintained a personal library and bought Dewan of Hasan, Dehlavi for the same. The volume is now in the possession of Khuda Bux Library, Patna.

2.4.10 SHAHJAHAN

Emperor Shahjahan (1628-1657) like his predecessors patronized learning and education. Among them Imayat Khan author of Shahjahan Nama under the patronage of Dara Shikoh many important works written and translated in to Persian. The Emperor founded the Imperial College named as Dar-ul-Baqa near Jama Masjid in Delhi. It is very natural that these educational institutions had their respective libraries. The chief librarian was known as Darigha-Kitb-Khana. Johann Albert Von Mandelslo, a young German arrived at Surat in April 1638, later in the same year he
made tour of Ahmedabad, Bombay, Agra and Lahore. He wrote that the imperial library of Shahjahan had 24,000 books nicely bounded.

2.4.11 AURANGZEB

In June 1656, Muhi-ud-din Muhammad Alamgir Padshahi Ghazi Aurangzeb (1658-1707) assumed the imperial dignity—a man of high intellectual powers and brilliant writer. He encouraged Islamic learning, founded a number of schools and colleges repaired old madrasas but at the same time ordered his Governors to destroy Hindu schools and temples. During Aurangzeb’s reign the library of Mehmud Gawan, a minister at the court of Mohammad Shah Bahmani III (1463-1482), having 3,000 books on different subjects was transferred to Delhi and later amalgamated with the library of the Palace. It is evidently clear from his last will that he saved a sum of Rs. 305 which he earned by selling the copies of Quran written or copied by him.

Aurangzeb paid special attention only to the Muslim education. He appointed competent teachers in the schools at Gujarat and he started there the system of monthly tests, the result of which was sent to him. Students were given encouragement by means of monetary assistance. Aurangzeb believed that education should be helpful in making an individual rely upon himself in the midst of difficult circumstances. For the library too, Aurangzeb collected a number of permanent religious texts and he got ‘Futwa-e-Alamgiri’ written under his own supervision. This book was kept in the government library.

Prince Dara Shukoh and Princess Zib-un-nisa were trained in the art of calligraphy. Emperor’s daughter Zeb-un-nisa was a very cultured lady. She was a poetess and at her request Mulla Safiuddin translated Imam Razi’s Tafsira Kabir in to Persian and named it ‘Babut Tafasire’. She was a sedulous collector of books and had a large library (Ma’asiri alamgiri) for the use of scholars.

2.4.11.1 THE LATER MOGHULS

During the later Moghuls Nadir Shah invaded India 17 times and carried away with him many valuable and illustrated Persian manuscripts from the imperial library. Here the Moghul Emperors were great patrons of learning and founders of libraries. One does not get sufficient information regarding the library building building of Babur. Humayun converted the octagonal double storied building known as Sher Manal of the Purana Quila of Delhi in to library. It was made of granite and red sandstone. The library of Akbar was located with in the Agra Fort, in the Jahangir
Mahal, adjoining the rooms known as Akbar apartments, there is a big room which was used as the library and decorated with wall paintings.

The estates of Bijapur and the Golconda had the credit of producing some learned kings who patronized men of letters and established educational institutions and libraries. Bijapur in its pre-Muslim days had the reputation as a seat of learning and the magnificent three storied college made of granite stands as a living example of the past, it was converted into a mosque. The Adil Shah rulers were great patrons of learning and lover of books. Farishta, the great patrons of learning and lover of books and historian and author of the 'Tarikhi-i-Farishta' was permitted by Ibrahi Adil Shah II to work in the royal library. Ferfusson with regard to the imperial library during Muhamad Adil Shah (1627-1656) described in his book that some of its books were curious and interesting with Arabic and Persian literature. All the most valuable manuscripts were, it is said taken away by Aurangzeb in cart loads.

2.4.11.2 INDIAN PRINCES

Among the contemporary libraries, the valuable collections of Maharaja Chikka Deva Raya (1672-1704 A.D.) of Mysore and of Maharaja Sawai Jai Singh II (1699-1743 A.D.) of Jaipur deserve special mention. Chikka Deva's library of rarest Sanskrit, philosophical and historical works was destroyed by Tipu Sultan. Jai Singh being highly interested in astronomy collected books on astronomy even from Europe. Raghunath Hair Navalkar of Jhansi built up a library of English books and made a laboratory for scientific experiments at his capital. Raja Sarfoji of Tanjore learnt English and wrote well in the language. He collected the valuable books, paintings and manuscripts in the celebrated Sarasvati Mahal library at Tanjore.

Tipu Sultan had his own personal library. In the library of the castle is a copy of the Koran formerly belonging to the Emperor Aurangzeb. The said copy is now in the Windsor Castle Library, London. With the historic death of the Sultan in 1799, some of the manuscripts were transferred to London and others to the Fort William College Library and to the Library of the Asiatic Society of Bengal, Calcutta.

2.4.11.3 SARASWATI MAHAL LIBRARY, TANJORE (1500 A.D.):

In the South, after the fall of the independent Tanjore, Maratha Principality, Sarabhoji, the last of the ruling princes of Tanjore, though deprived of his sovereignty made his court the centre of cultural and literary activities. A very important work that he did was to collect all records, manuscripts and printed books in the country...
and founded the Saraswati Mahal Library at Tanjore in 1500 A.D., which is still one of the finest libraries.

2.4.11.4 THE NAWABS OF BENGAL

The history of the Nawabs of Murshidabad in Bengal during the Mughal period is characterized by events which later shaped the destiny of the province in particular as well as that of the nation in general. Among the Nawabs of Bengal (also called Nasim) those who left their marks on the Pre-Plassey history of the region are Murshid Quli Khan (1700-1727), Shuja-ud-din Muhammad Khan (1729-1739), Aliwardi Khan, (1740-1756) and Seroz-ud-dasulah (1756-57). But there is very little evidence to suggest that they had any role in subjects such as the development of libraries in the kingdom. It is supposed that there was a big Islamic collection in the famous Katra Mosque (1723 A.D). It was Nawab Nasim Humayun Tah (1824-1838) who had the credit of building a library in the Hazarduari Palace (built 1829-1837).

2.5 MODERN PERIOD OR THE BRITISH PERIOD

Librarianship perhaps owes its origin to Gutenberg, who invented Printing. Gutenbetrg's Bible (455 A.D) aimed at duplicate the hands of the scribe. However, the print revolution ended the monopoly of church in knowledge creation. By the year 1500 A.D. many others became owner of books. In fact, printed report of Columbus Voyage to the new world- a pamphlet of eight pages became a best seller. Later, under the pressure from public, libraries were opened in monasteries. The Greeks whose works were destroyed in the library at Alexandria in 390 A.D. and again in 640 A.D. were rediscovered, translated and consulted voraciously. Before the Christian era, ink was used in India for writing and it was known by the names of Masi and Mela.

Under the Regulating Act 1773, it respected endowments made to educational institutions and its earliest efforts were confined to the establishment of a Mohammadan College at Calcutta in 1781 and a Hindu College at Varanasi in 1791. The former was for the study of Arabic and Persian languages. Eleven years later in 1792, Jonathan Duncan emphasized the need to collect books of the most ancient and valuable general learning and tradition.

2.5.1 THE ASIATIC SOCIETY OF BENGAL

The study of Indian antiquities received its first impulse from Sir William Jones, who in 1784 founded the Asiatic Society of Bengal at Calcutta and the library
was also set up along with it. Among its first member were Warren Hastings, the first Governor-General of British India, and Charles Wilkins, who was the first Englishman to acquire a knowledge of Sanskrit, and who cut with his own hands the first Devanagari and Bengal types. During a residence of little more than ten years, Sir William Jones opened the treasure of Sanskrit literature to the world by translation of Shakuntla and the institutes of Manu. His several discourses to the society showed the wide grasp of his mind and the list of works which he drew up so comprehensive that the whole of his scheme of translation has not got even yet been completed. His immediate successor Cobbrooke volunteered to complete the Digest of Hindu Law, which was left unfinished by Jones. Horace Hayman Wilson had become secretary of the Asiatic Society after the departure of Colebrook in 1815. Horace Wilson had published his translation of the Meghaduta or cloud Messenger of Kalidasa. This was followed in 1819 by his Sanskrit dictionary, a work of great labour and merit. In the beginning of 1833, Wilson returned to England. Among his principal works were the translation of Rig Veda. Amongst the foremost and most successful of the archaeologist was James Fergusson. His last work named Tree and serpent worship in the most sumptuously illustrated work.

2.5.2 MADRAS LITERACY SOCIETY

The Madras Literacy Society library was established at madras in 1812. A provision was made for gaining funds by a clause in the Charter Act of 1813. The well known minute written by Lord Macaulay (at that time legal member of council and chairman of the committee of public Instruction) in 1835, marked as official recognition for western education, and the Court of Directors announced its approval.

2.5.3 TRAINING ECOLE NATIONAL DES CHARTESES, 1810, PARIS (THE FIRST SCHOOL IN LIBRARIANSHIP -GENESIS OF LIBRARY EDUCATION)

Ecole National Des Chartes, 1810 was the first school of its type to inaugurate formal training in Bibliography. In 1847 with obvious emphasis on archives and other related subjects' largely connected with manuscripts, paleography and bibliophilism.

Bibliography at that time had attained the status of a profession in France and as such was regarded as a science of books, so much so that a chair was established in 1859 I the Ecole National Des Chartes.
2.5.4 SCHOOL OF LIBRARY ECONOMY

The formal education for professional librarians began in 1887 at the ‘School of Library Economy’ at Columbia College in New York City. Before that time, most if not all librarians were trained during apprenticeships on location. Also the vast majority of library personnel were men. At the end of the 19th century led the introduction of women to the newly established field of Library Science. The school of Library Economy was a contrivance of Melvil Dewey, and the site of the first women enrolled in the new program for librarians.

Change is never easy, and it can be made even more difficult when it is unanticipated and its aspects misunderstood. This point is further illustrated by Wiegand, who pointed out the lack of diversity in the founding of the first professional librarians’ organization in the United State – the first American Library Association (ALA), which was held in early October 1876 in Philadelphia.

Research in Librarianship does not have a long history. When the degree of Doctor of Library Science was first established by Melvil Dewey, the then Director of the New York State Library School at Abbany in 1891, the idea was that the degree should be awarded Honoris Causa for conspicuous professional achievement rather than for research. There is no record that the degree was ever granted, the establishment of the Graduate Library School at the University of Chicago in 1926 included immediate provision for awarding the earned degree of Doctor of Philosophy. The first doctorate in library science was Dr. Eleanor S Upton for his thesis, "A Guide to Source of Seventeenth Century English History in Selected Reports of the Royal Commission on Historical Manuscripts" (Chicago, 1930).

Pioneer like Dewey, Cutter and Panzzi were thinkers and innovators par excellence. Apart from his Classification Scheme, Dewey founded the library school at Columbia. Cutter was a librarian with great imagination for bringing systematization in various library practices and procedures. Panizzi was far ahead of his times in developing cataloguing rules.

2.5.5 LORD MINTO’S MINUTES, MARCH 6, 1811

Lord Minto in his minutes dated March 6, 1811 wrote "Library be attached to each of the college under the charge of a learned native with a small establishment of servants for the care of manuscripts".

2.5.5.1 TRANSFER OF EDUCATION TO THE COURT OF DIRECTORS IN 1823
Attempts were made to start universities at Madras and Calcutta in 1834 and 1845 respectively, but to no avail. The proposal did not meet the approval of the Court of Directors of the East India Company, who had taken up the control of education after 1823. But the rapid spread of liberal education among nations and requirements of an increasing Europeans and Anglo-Indian population on the other made revise their opinion which was reflected in Dispatch No.49 of July 19, 1854.

2.5.5.2 ELPHINSTONE'S MINUTES OF 1823

The present system of Higher Education in India has its origin in Elphinstone's minutes of 1834. In these minutes the aim of future Indian education was described as being the diffusion of arts, science, philosophy and literature of Europe and the study of Indian languages.

2.5.5.3 MACAULAY'S MINUTE ON EDUCATION, 1835

The state system of education in India under the British Rule may be traced back to the year 1813 when the East India Co. was compelled by the force of circumstances to accept responsibility for the education of Indians. Clause 43 of the Charter Act of 1813 stated, "a sum not less than one lakh of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned for the introduction and promotion of a knowledge of the sciences". The Charter Act of 1813 did not specify the methods to secure the objects of revival and improvement of literature.

Lord William Bentinck, the Governor-General of India, appointed Lord Macaulay as the President of the General Committee on Public Instruction. Macaulay presented his lengthy minute to Lord Bentinck in 1935. In the minute he advocated education of the upper classes through the medium of English and was accepted by Bentinck and it opened a new chapter in the educational history of India. He endorsed it by writing one line beneath it, "I give my entire concurrence to the sentiments expressed in the minute."

2.5.5.4 THE EARLIEST MISSIONARY INSTITUTION, 1843

The earliest English missionary institution in India for boys was indeed the one established at Kotgarh in the hills near Simla in 1843 by the Church Missionary Society. This was only an elementary school.

2.5.5.5 WOOD'S DESPATCH

With the renewal of the Charter of the East India Co. in 1853, the need for defining the educational policy had become apparent. For the first time a
comprehensive scheme which touched education on various vital points was presented. It has been sometimes called the Magna Carta if English education in India. The Dispatch no. 49 of July 19, 1854 addressed to the Governor-General-in-Council by Charles Wood. Lord Dalhousie in his Minutes described the Wood's Dispatch as 'a scheme of education for all India, far wider and more comprehensive than the local or supreme government could ever have ventured to suggest.' And steps were taken for reorganizing the prevalent educational system on new lines. A part from the extracts: "The education which we desire to see is that which has for its object the diffusion of the improved arts, science, philosophy and literature of Europe, in short of European knowledge.

English and vernacular languages were the medium of instruction, Grant-in-aid, gradual transfer of government instructions to management of local bodies, "We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grant-in-aid, and when many of the existing government institutions, especially those of the higher order, may be sagely closed or transferred to the management of local bodies under the control of, and aided by the State". Voluntary religious education in government institution, training of teachers, education of women, establishment of universities and expansion of mass education

2.5.5.6 GENESIS OF UNIVERSITY LIBRARIES

An immediate outcome of the Dispatch was the establishment of three affiliating universities at Calcutta, Bombay and Madras on the model of the London University, which was itself an examining body at that time and could give little guidance over quality of teaching and even as an examining body, it offered no safeguards of achievement.

On 24th January, 1857 the bill for the establishment of three universities in three Presidency towns of Calcutta, Bombay, and Madras received the accent of the Governor-General. In the absence of their teaching function, no need appeared to have been felt of creating the libraries simultaneously in the universities. Bombay University Library was established seven years later in 1864, the Calcutta University Library was established 15 years later in 1873 and the Madras University Library was established after 50 years in 1907, given below in a tabular form:
<table>
<thead>
<tr>
<th>S.No.</th>
<th>UNIVERSITY</th>
<th>ESTABLISHED</th>
<th>GAP OF YEARS</th>
<th>LIBRARY ESTABLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Calcutta University</td>
<td>1857</td>
<td>16</td>
<td>1873</td>
</tr>
<tr>
<td>2.</td>
<td>Bombay University</td>
<td>1857</td>
<td>7</td>
<td>1864</td>
</tr>
<tr>
<td>3.</td>
<td>Madras University</td>
<td>1857</td>
<td>50</td>
<td>1907</td>
</tr>
</tbody>
</table>

The University Library at Calcutta was started with a total budget of rupees six thousand. Though the Bombay University Library was opened in the year 1864 but in the new building it was started in 1880. The beginning of the Bombay University Library is attributed to the philanthropy of Prem Chand Roy Chand, who donated a sum of Rs. 4 lakhs for the library building. The building was completed in 1878, but was declared open on 27th February, 1880. The Madras University Library was given a proper shape as late as the first quarter of the 20th century in 1907.

The University of Punjab at Lahore and the Allahabad University were established in the year 1882 and 1887 respectively. The story of these five Universities has one thing in common i.e. the absence of libraries in the plans of the Universities.

There were in 1865-66 altogether eight Presidencies and Provinces namely Bengal, Madras, Bombay, North Western Province, Central Province, Punjab, Mysore and Awadh having organized Department of Education. The Province of Bengal stands clearly foremost in respect of the higher classes of education. In no other province of India has education of a higher kind so great a money value as in Bengal.

### 2.5.5.7 HISTORY OF EDUCATION IN PUNJAB

The history of education in the Punjab is divided into two well marked periods. During the first period which extends up to 1854 for about eight years, the energy of the government was mainly concentrated upon the political settlement of the country. The period under consideration did not therefore allow of its embarking upon any educational experiment of a comprehensive character and although the subject of popular education was not entirely neglected, yet it was left mostly to the discretion of the Board of Administration to devote what time and attention it could spare from its more pressing duties.
2.5.5.7.1 GENESIS OF PUNJAB UNIVERSITY

The establishment of a University in the Punjab was not a part of the official educational program, as there was yet no demand for it and as the dispatch of No. 49 of July 19, 1854 addressed to the Governor-General-in-Council by Charles Wood, also recommended the immediate establishment of Universities only at the Three Presidency towns and reaffirmed by the subsequent dispatch of 1859, the main lines of the educational policy to be followed in India – that the western methods were to be engrafted upon the Indian soil.

2.5.5.7.2 PUNJAB UNIVERSITY-A PROPOSAL IN 1865

Dr. Leither, the first Principal of the Lahore Government College was a scholar of Arabic and Turkish and as such he was naturally interested in the promotion of oriental learning. A study of the educational system in vogue in the province gave him the impression that the system of tuition as pursued in Government College and at the Calcutta University was not helpful to the progress of oriental learning and as such unsuited to the needs of the province.

A society known as the Anjuma-i-Punjab, was founded under his auspices in 1865 and a proposal for a university was formulated the same year. The aim of the proposal was to give a new character to the general education of the people and to find a university for attaining this purpose, quite independent of the government system. The proposal was duly considered by Government, and the Director of Public Instruction, in his letter of 9th January, 1868 also endorsed the same view. The result was a sort of compromise. The Supreme Government signified its general approach, but was of opinion that the establishment of a university for the Punjab was premature. It therefore, only sanctioned the establishment of an aided institution to be stayed the ‘Punjab University College' which might be expanded in to a University.

2.5.5.7.3 PUNJAB UNIVERSITY COLLEGE, 1869-70

The Punjab University College was started in 1869-70 and its special aims were to promote the diffusion of European sciences through the medium of the vernacular languages of the Punjab.

From 1971-72, students had the choice of appearing either at the examinations of the Calcutta University or those of the Punjab University college. Most of them appeared at both, at the former in order to receive the university stamp, at the latter so that they might be entitled to the scholarships granted by the
University College. At last, when the Secretary of State, on being satisfied that the examinations of the Punjab University College were of such a nature as to justify that body being entrusted with the power to grant degrees, accorded his permission to the introduction of an Act for the incorporation of a University in 1881.

By the Act of 1882, the Punjab University was incorporated on the model of the London University, like the sister universities established at Presidency towns, and received the power of conferring degrees for Oriental Learning and Arts. Therefore the usefulness of the Punjab University continued to grow. During the year the university took over from the Educational Department the conduct of the Middle School Examination.

Regarding Public Libraries existing in the Punjab, their complete information was first obtained by the authorities in the beginning of 1857. No libraries were then maintained by government. There existed several book clubs at Lahore, Amritsar etc. However, the establishment of Punjab Public Library at Lahore grown to be one of the most important institutions of its kind in India.

The second period of the British education in the Punjab extends over the space of more than a quarter of a century from 1854 to 1884, was indeed a period of great activity and fruitfulness. And the state had taken up the role not merely as a guide but also of a controlling agency.

2.5.5.4 Colonial Libraries

The American culture was and to a large extent still remains, derived from England. The first real town library in colonial America was the gift of Captain Robert Keayne, who left hundreds books and a building was erected at the town of Boston in 1611. The next development in colonial libraries however, came from that great statesman, scholar, and inventor- the Benjamin Franklin. In 1727, Franklin founded the Philadelphia Library Company. This library, which in his autobiography, written some 40 years later called, "the mother of all subscription libraries in North America", still exists.

Thus stimulated by Boston's example, other towns began to create public libraries. The Carnegie libraries were established wherever communities agreed to continue their support. The work that Andrew Carnegie had begun was carried on by the Carnegie Corporation of New York and other foundations interested in library development such as the Rockefeller Foundation, the Ford Foundation etc.
2.5.5.7.5 THE AMERICAN LIBRARY ASSOCIATION (ALA), 1876

The American Library Association (ALA), the oldest and the largest national library Association in the world was formally started on Oct6, 1876. In 1942 the Charter was amended to include the promotion of libraries throughout the world. The seven men amended the Charter were all library leaders – Justin Winsor, C.A. Cutter, Samuel's Green, James L. Whitney, Fred B. Perkins, Thomas W. Beknell and the famous Melvil Dewey. The official organ 'American Libraries' is sent to all members.

2.5.5.7.6 LIBRARY ASSOCIATION (LA), 1877

The first international conference of librarians was held at the London Institute in 1877. A unanimous resolution was passed that a library Association of the United Kingdom be formed. In 1896 the words United Kingdom was dropped. Membership was not confined to any country. Liaison, a monthly publication presented the news of association's activities.

2.5.5.7.7 INDIAN EDUCATION COMMISSION/HUNTER COMMISSION, 1882-83

As a result of Wood's Dispatch, Universities were established in 1857 by different Acts at Calcutta, Bombay and Madras. It was only in 1877 that the Calcutta University threw the Matriculation Examination open to girls. It was felt that too much was being done for the higher education system and that primary education was being neglected. The government did not carry out the Grant-in-aid policy. The Missionaries were hit hard.

As a result Lord Ripon appointed the First Indian Education Commission on February 3, 1882 with Sir William Hunter, a member of the Viceroy's Executive Council as Chairman. The government accepted all the recommendations except those in connection with religious education.

2.5.5.7.8 INDIAN UNIVERSITY COMMISSION, 1902

On January 27, 1902 the Indian University Commission was appointed and it responded in June the same year. The Commission's recommendations on University Education have been regarded merely as rehabilitation and strengthening of the existing system like hostels be built for student, Universities should appoint teachers to impart Higher Education. Emphasize the importance of providing reference libraries in universities.

The Indian University Commission, 1902 was very critical of the poor state of affairs of Indian libraries and recommended good reference libraries should be
provided in order that students may have an opportunity of forming the habit of independent and intelligent reading. An immediate outcome of these observations and recommendations led to the enactment of University Act of 1904 which was quite specific as to the place of a library in the university set up. The Punjab University, Lahore was the first university to take a note of this. In 1902, there were 192 colleges, following the Education Commission of 1882 which made certain recommendations about the colleges having 68 affiliated colleges at that time.

2.5.5.7.9 RESOLUTION OF GOVERNMENT ON EDUCATIONAL POLICY, 1904

During the Vice-royalty of Lord Curzon, education in India was reviewed very critically. In 1901, Lord Curzon convened at Simla an education conference. This was the first education conference and the stress was laid on the active expansion of the primary and secondary needs.

Also the Indian universities Act was passed on March 21, 1904 in the Imperial Legislative Council. The Federal Universities which examined but did not teach received by the Act of 1904 a new lease of life. That Act expects the teaching to be done, as heretofore, in affiliated colleges and the examinations to be conducted by the University and the colleges by the institution of affiliated colleges by the University. The Act contained specific statutory provision for the Universities to erect, equip and maintain university libraries.

2.6 LIBRARY EDUCATION IN INDIA

In India the Library Movement was the product of general national awakening and particularly of the Swadeshi Movement. The Swadeshi Movement started by Maharaja Sayaji Rao Gaekwad III of Baroda in 1910 confined to this princely state only. The first formal course for training in librarianship in India was started in 1911. Prior to this there was some sort of in service training in routines in some of the larger libraries such as the University libraries established in the later half of the 19th century. However, the existence of such training in the then imperial library organized by John Macfarlane, the first librarian from 1901-1906. In subsequent years the training program was opened to the staff of other libraries and even to non-librarians.

Because of growth of education and literature, opening of new colleges, universities and public libraries, the need for formal library education was keenly felt. Educationalists and librarians realized that effective management of libraries called for application of experience and training to the complex academic and technical
problems relating to the management of libraries. The Maharaja Sayajirao Gaekwade III has the credit for initiating a program of free public library service throughout the state in the first half of the twenty century.

2.6.1 BARODA SCHOOL, 1911

Library education in India was first started at Baroda, when the ruler of the erstwhile state of Baroda (Now Vadodra) Maharaja Sayajirao Gaekwade III invited an American Librarian, William Alonson Borden, a student of Melvil dewey, who was trained under the guidance of Charles Ammi Cutter at Boston Athenacum, and appointed him as the Director of the State Library Department in 1910. The first training class was started in the Central Library in 1911 to produce a cadre of professionals to man urban libraries confined in the princely state only. In the first batch there were only 10 students. Students were given Rs.25 each as monthly scholarship. The students were of high ability. They received training in theory and practice of librarianship for a year. This was followed by another year of practical work on the Central Library.

In 1912, an attempt was made to start a two-year Post Graduate course in librarianship at the Baroda College but the attempt did not prove success and very soon the course was discontinued. In 1913, the Baroda school started a summer school in Baroda city for the benefit of the city librarians. The course was of five months duration, with those trained in the first batch as instructors. The expenses of the 25 members who joined the summer school were paid by state. The course was discontinued in 1924. Accessioning, Classifying, Cataloguing, Charging and Discharging and various other practical details of library administration were taught. The medium of instruction was English.

2.6.2 RESOLUTION ON EDUCATIONAL POLICY, 1913

The Resolution on educational policy, 1813 had recommended that a university should be established for each province, that teaching activities should be encouraged and that the colleges located in mofussil towns should be developed into teaching universities. But no action could be taken because of the outbreak of the First World War.

B.H. Mehta, who wrote his "Hints of Library Administration in India" in 1913, was first Indian to write on the subject of library science which touched mainly the topics of library organization, administration and services. It was the beginning to
acquaint the public at large about the working of libraries in particular and its uses in
general.

2.6.3 PUNJAB SCHOOL, 1915

A more systematic library training course was started in 1915 by another
American librarian Asa Don Dickinson at Punjab University, Lahore. He was a
student of Melvil Dewey and was appointed librarian of the Punjab University,
Lahore. Dickinson assignment specifically requested him to train working librarians in
‘Modern Library Methods’. The first batch consisted of working librarians from the
university itself and the local college libraries. It was a part-time apprenticeship
training classes. Dickinson was also pioneer in writing the first book on library
science in India. In 1921, Lala Labhu Ram, student of the Dickinson School, who
was appointed Assistant Librarian of the Punjab University, extended the content of
the syllabus by including a number of additional subjects. Restarted in 1928, only
graduates were admitted to the course and from 1931 the study of German or
French was made obligatory. The Punjab School continued until the partition of
India.

2.6.4 NATIONAL EDUCATION MOVEMENT

Gooru Das Banerjee, the first Indian Vice-Chancellor suggested the urgency
of the introduction of the mother tongue in the medium of instruction in 1890.

Gopal Krishan Gokhale introduced the bill in Imperial Legislative Council on
March 16, 1911, debated for two days March 18 and 19, 1912 and was rejected by
38 votes to 13. But the government promised to extend recurring and non-recurring
grants. As a result Government of India passed the resolution on educational policy
on February 21, 1913.

2.6.5 SIR JADUNATH SARKAR

Sir Jadunath Sarkar (1870-1958) was an eminent historian and scholar of
great repute and had the distinction of being the first honorary librarian of the
Banaras Hindu University (BHU); varanasi in 1916. According to Taher and Davis,
the Jadunath Sarkar is one of those few historians who largely contributed on history
of libraries in India. Establishment of a library by Nawab Nazim definitely indicated
the influence of the culture of Muslim rulers of the medieval India on him. But seeing
the collection at the present and as was reported by Sir Sarkar, it could be safely
remarked that Nawab Nazim and his decedents were not very much interested in
building up a valuable collection, otherwise they would have collected valuable
historical documents in the Persian language out of the loot of Delhi and Lucknow as are found in the Rampur Raza Library (UP) and Khuda Baksh Library (Patna) collections. Poor collection on shia theology and Indian history do not give us high idea about the users of the library. Moreover, Sir Sarkar did not point out any collection of Sanskrit, Pali and Bengali literature. Perhaps the Nawabs were indifferent about these literatures. On the other hand, in the development and patronage of libraries and librarianship, notable among them were Nazims of Bihar, Oudth, Junpur, Khandesh, etc.

2.6.6 SADLER COMMISSION, 1917

In 1917, the Government of India appointed the Calcutta University Commission with Chairman Dr. Michael E. Saddler, the Vice Chancellor of the Leeds University, and is also known as the Calcutta University commission. Among its important recommendations was the separation of intermediate classes from universities and a curriculum spreading over three years for the degree of B. A.

2.6.7 TEACHING UNIVERSITIES

Recognition was given to the efforts made by eminent Indians to break new grounds in establishing teaching universities. For instance, the Banaras Hindu University (BHU) was founded by Pandit Madan Mohan Malviya in 1916 and Aligarh Muslim University (AMU) was founded by Sir Syed Ahmed Khan in 1920 and two princely universities Osmania University at Hyderabad and Mysore University at Mysore were also established. A teaching and largely a residential university was established at Lucknow in 1920. And the Delhi University (DU) was established in 1922. Besides, the first All India Library Conference sponsored by the Government of India, met at Lahore in 1918.

2.6.8 THE SCHOOL OF LIBRARIANSHIP IN U.K.

The first school of librarianship of the United Kingdom (U.K.) was established in 1919 at the University College, London. Strangely enough, provision of Ph.D. facilities had to wait till 1960s. The post Graduate (PG) school of Librarianship and Information Science at the University of Sheffield can be considered as the first milestone in formal doctoral research activity in 1963 in U.K.

2.6.9 MONTFORD REFORMS, 1920

Prior to the World War I, there was no provision of libraries in the universities except at Calcutta, Madras and Bombay. The library facilities were conspicuous by their absence. Since a university had more a coaching than teaching, books other
than text books had no place of utility prior to 1919. Many of the university Acts were amended. The introduction of the teaching by the direct methods and the spirit of research work in Indian universities led to the establishment and organization of libraries in the universities. However, till the dawn of independence no appreciable change in the method of teaching or in the wish to undertake research work or in the provision of the efficient and up-to-date university library service was made.

In 1921, education was transferred to Indian control, as a result education came under the care of the elected ministers as per the Act of 1919, and many of the university Acts were amended. The introduction of the teaching by the direct method and the spirit of research work in Indian universities led to the establishment and organization of libraries in the universities. However, till independence, no appreciable change in the method of teaching or the wish to undertake research work or in the provision of the efficient and up-to-date university library service was made.

2.7 ADVENT OF DR. RANGANATHAN (12 August 1892 – 27 SEPTEMBER 1972)

In 1924, the University of Madras selected one of his teachers Dr. Ranganathan as the first librarian of its library. It sent him abroad for training. He joined the university college of London. There he got opportunity of studying the vast literature on library science. He found that the information given in the books was disjointed. Then strike an idea that there could be a library science with a few fundamental laws to which all the varying practices could be traced. In 1928 Dr. Ranganathan stated the five Laws of Library Science. He published these laws in the Five Laws of Library science (Madras Library Association Publication Series, 2) 1931. Dr. Ranganathan also demonstrated how methods and techniques in different kind of library work could be deduced from the Five Laws. The inter-relationship between the varying methods could now be easily seen. When Dr. Ranganathan appeared on the scene his seminal contributions to various facets of librarianship enriched the discipline and elevated it from an art into a science. After 1945, at the instance of Dr. Ranganathan library science was introduced as a Post-Bachelor subject in India. Dr. Ranganathan's immortal achievement lies in ultimately generating the system of public library services through legislation in South India by his efforts through Public Library Bills. It was due to the efforts of Dr. Ranganathan that Madras made a history in 1948 by passing the Madras Library Act.
In 1956, Dr. Ranganathan donated his life earnings of Rs. 1,00,000 to establish the Sarada Ranganathan Chair of library science at the University of Madras. Then in 1959 it created a separate department with several posts: one professor, one Reader and two Lecturers. And in 1958, Aligarh Muslim University (AMU) added a Bachelor's Degree Course to its program.

A Library Committee, headed by Dr. Ranganathan was appointed by the UGC in 1957 to advise it on matters relating to the proper functioning and management of college and university libraries. The Report submitted in 1959, making recommendation of Grants to libraries; book purchase; documentation work; departmental libraries; library personnel; library buildings and furniture. It was perhaps the first attempt by any library committee in India to systematically survey the academic libraries and it was also the first time that the Government of India had seek advise from the professional librarian regarding academic libraries. The Committee recommended that the State government and the UGC should help the college and the university libraries in the collection development of both books and periodicals. The formula suggested by the Committee was that funds be given at the rate of Rs. 15 per enrolled student and Rs. 200 per teacher and research fellow. Besides, a Union Catalogue of books and a Union List of Periodicals be prepared.

The UGC accepted most of the recommendations of this Committee and provided liberal grants to universities for uplifting their libraries from their pitiable conditions. However, many universities could not or did not adopt the UGC Library Committee recommendations and standards, as they were not binding on them, and since education was a State subject in our Constitution, no State Government could be compelled to implement the UGC Library Committee had recommended. A very important development happened in 1961, that 19 departments of LIS were established in Indian Universities. There had been no standardization in the matters of syllabi. Courses of reading, examinations, duration, qualifications of teachers, etc. in the discipline of library science. Realizing the need for settling all these issues, the UGC appointed a Review Committee in 1961, again under the chairmanship of Dr. Ranganathan, to make recommendations on all these issues. The Committee submitted a comprehensive report after a great deal of deliberation and suggestions which put the teaching of library science on sound footing.

Dr. Ranganathan, throughout his career as a library professional, and also in the capacity of heading various UGC committees and others national bodies, worked
very hard for standardizing library practice, for establishing various professional library associations at national, state and local levels, and making the profession sensitive about the low standards, poor performance and indifferent handling of clientele. He always protested against the lack of recognition for the profession and it is due to his efforts that librarians were socially recognized at par with the teachers. That is why he is called the “father of library movement in India”.

2.7.1 SOME RELATED DEVELOPMENTS

2.7.1.1 ASSOCIATION OF INDIAN UNIVERSITIES (AIU), 1925

The Association of Indian Universities (AIU) was established at the initiative of the Government of India as the inter-university Board of India and the then Ceylon in 1925. The objective of the association is coordinating the work of the universities, organizing training and orientation program for university administrators.

2.7.1.2 ALL INDIA LIBRARY CONFERENCE, 1930

During the 1930s Indian librarians realized and expressed concern that the courses given at that time in various universities were not uniform and were also unsatisfactory. Hence, the third All India Library Conference 1937 adopted a resolution, “to set up a library training centers to examine the curriculum, standardization and uniformity in library training.

2.7.1.3 MODEL LIBRARY ACT, 1930

The concept of legislation for public library systems as it stands today is a contribution of Dr. Ranganathan to the world of libraries. In the 1920s, nowhere in the world a perfect library system as conceived by Dr. Ranganathan existed. The U.K. had the most efficient and earliest legislation for libraries; the library network extending from village library through intermediary levels of district, state and zonal levels to state and national central libraries, coordinated by national agency is not conceived by the U.K. legislation. Dr. Ranganathan drafted a Model Library Act in 1930.

2.7.1.4 INDIAN LIBRARY ASSOCIATION (ILA), 1933

The origin of Indian Library Association (ILA) can be traced from the First All Asia Educational Conference held at Banaras in 1931. This conference had mobilized public opinion in favor of a common platform for librarians, at all India level. In April 1930, issues of the journal ‘Modern Librarian’, the organ of the Punjab Library Association, which also formed in the beginning of the 20th century- a notice was printed convening the ‘First All India Library Conference’ to be held in
September 1933 in Calcutta. Consequently, ILA was established on September 13, 1933 with M.O. Thomas, Librarian, Andhra Pradesh Library, Waltair and K.M. Asadullah, Librarian, Imperial Library, Calcutta as its founder president and secretary respectively.

The aims and objectives of ILA are to promote library interest and to improve the library service in all aspects in India. To start with, ILA had only 70 members in 1933. In 1942, the ILA published a 'Draft Model Indian Libraries Act' which was published and sent to states for adoption. From 1933 to 1963, the headquarters of the ILA were at Calcutta. It was shifted to Delhi in 1964 and housed in Delhi Public Library Building. With effect from 1982, it has shifted to its new building in Delhi. ILA is also conducting various short-term training courses for semi-library professionals and has been organizing seminars and workshops from time to time.

2.7.1.5 LIBRARY DEVELOPMENT COMMITTEE

Another milestone in the field was the appointment in 1939 of a Library Development Committee with A.A. A. Fyzee as its chairman. Though regional in character it was the first type of its kind in India. It assessed the library needs of Bombay. It recommended setting up libraries from state control library down to village libraries in six phases. The Congress Ministry which had appointed the committee had meanwhile redesigned, therefore only the first two phases of the recommendations were implemented because of the enormous expenditure involved.

2.7.1.6 LIBRARY TRAINING COURSES

After library training schools at Baroda and Punjab University, came the Andhra Desha Library association, Vijayawada library training course. Next to that Madras Library Association (MALA) started a Certificate Course of 3-month duration in 1929 and in 1931 the Association converted the course in to one-year Diploma in Library Science. In 1935, Khan Bahadur Asadullah Khan started a Diploma course in Librarianship at the Imperial library, Calcutta, at every alternate year and the course ceased in 1947. In West Bengal, the Bengal Library Association (BLA) started a library training camp at Cansberia under the auspices of Hooghly District Library Association. The BLA started a certificate course in 1937 and it is still continuing.

2.7.1.7 UNIVERSITY COURSES BEFORE INDEPENDENCE

Before independence there were six universities which imparted diploma courses in Library Science. These were: Andhra University in 1935, Bananas Hindu
University in 1942, Bombay University in 1944, Calcutta University in 1945 and Delhi University in 1947.

Today almost every university is imparting LIS Courses either at BLIS level or at both BLISc. and MLISc. levels. Even some universities out of them provide M.phil and Ph.D. degrees. At present, Library Associations of different states and other institutions are conducting the Certificate and Bachelors program in Library Science.

2.8 POST INDEPENDENCE PERIOD

2.8.1 Dickinson School Run into Oblivion

When Pakistan was carved out of India in 1947, many libraries were damaged and the Dickinson school was closed, which was only to be revived in 1950 but its course still continued to be named a Certificate Course and followed almost the same pattern. In 1955 the course once again became a graduate course. And its contents continued to centre on techniques. In 1959 the course was upgraded to Diploma Course. It was then that the Australian librarian Mr. L.C.Key, who was then a Colombo Plan Consultant to the Government of Pakistan, recommended the establishment of 2 full-time university-based post graduate day time Diploma to prepare librarians of good personality. When the Key Report was being written, a post-graduate Diploma course at the University of Karachi was in the process of development. Since then the school has continued to maintain its leadership in Pakistan in developing library attitudes.

2.8.2 DELHI UNIVERSITY

Founded in 1922 and soon after independence, the University of Delhi became the next institution to have established a Department of Library Science with Dr. S.R. Ranganathan as honorary Professor to run the postgraduate Diploma Course. The growth and development of LIS education became quite steady in the post-independence period as it synchronized with the growth and development of the institutions of higher education. The first ever M.Lib.Sc. course was also introduced in Delhi University. Similarly, the first ever Ph.D. Program was also started in the Delhi University in 1952.

No new department of LIS was established between 1948 and 1955. In 1949, two graduates received the B.Lib.Sc. degree in Delhi University. In 1951, first degree in M.Lib.Sc. was received by three candidates. In 1952-53, two students joined the Doctoral program in Delhi University. Later on, one dropped and only one scholar e.g. Rao, D.B. Krishna received his Doctorate in 1956, on the topic of ‘Facet Analysis
and Depth Classification of Agriculture' (Accession No. THC 00111). It is considered as the first Ph.D thesis in LIS in India.

It is interesting to recall that Dr. Maurice was the V.C. of Delhi University prior to independence and remained as V.C. even after the independence. Being a renowned educationist and in recognition of his services for the independence, there is a Maurice Nagar, named after him, where Delhi University and other leading colleges of the national capital are located.

2.8.3 UNIVERSITY COMMISSION, 1948

Various efforts were made to improve the standard of university education after 1947, with this in view the Government of India, appointed the University Education Commission in 1948. Dr. Ranganathan as the chairman of the Commission observed that "The library is the heart of all the university's work; so as regards its research works, and indirectly as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories. Among the major recommendations were that the university library should have adequate and well qualified staff at the top of who would be a man of the caliber. Also suggested for the improvement of reference service.

28.4 MADRAS PUBLIC LIBRARY ACT, 1949

Through the efforts of Dr. Ranganathan, the Madras Public Library Act which was assented by the then Governor-General C. Rajagopalacharai in 29th January, 1949, ushered in a new phase in library history in India.

2.8.5 INFORMATION SCIENCES, 1951-52

The Publication and Information Directorate (PID), New Delhi, established in 1951 and the Indian National Scientific Documentation Centre (INSDOC), New Delhi, established in 1952 of the CSIR are engaged in dissemination of scientific and technical information. The PID brings out encyclopedia volumes under the general title 'Wealth of India'. The INSDOC provides documentation and translation services and maintains a National Science Library. It also publishes Indian Science Abstracts and Annals of Library Science and Documentation.

2.8.6 UGC, 1953

As a result of the recommendations of the University Education Commission, the University Grants Commission (UGC) was set up in 1953 and it was made a statutory body in 1956. The UGC, under its Chairman, Dr. C.D.Deshmukh made
tremendous progress to enrich the higher education system, and because of the strong foundations, today we have the largest higher education system in the world.

The objectives of UGC are to promote and coordinates university education and determines and maintains standards of teaching examination and research in the universities. It has the authority to enquire in to the financial needs of the universities and to make appropriate grants and implement development schemes. It advises on the establishment of new universities.

2.8.7 COPYRIGHT LIBRARIES, 1954

Under the delivery of books and newspapers (Public Libraries) Act, 1954, four libraries are entitled to receive a copy or every new book and magazine published in the country. The libraries are National Library Calcutta, Central Library Bombay, Commemara Public Library, Madras, and Delhi Public Library, Delhi. This Act has facilitated the compilation Indian National Bibliography (INB)

2.8.8 CONTRIBUTION OF INTERNATIONAL AGENCIES

The contribution of foreign agencies was no less in augmenting the library moment in India.

2.8.8.1 INDIA WHEAT LOAN EDUCATIONAL EXCHANGE PROGRAM, 1951

In 1951, India had to purchase wheat from the US on loan. It was specified that a sum of 5 million US dollars of the interest accruing from the loan should be utilized in the field of higher education by way of purchasing American books, journals, scientific equipments, etc. and on the exchange of educationists and academicians between India and US.

2.8.8.2 FORD FOUNDATION GRANTS (1951-69)

During 1951-69, 12 institutes in different fields received grants related to library development, and it continued giving grants afterwards also for the development of some university libraries, including University of Delhi, where Dr. Carl M. White visited as consultant to study the working of its university library. The Report is a useful document on university librarianship in India.

2.8.8.3 ROCKEFELLER FOUNDATION GRANTS, 1954

The Rockefeller Foundation began to provide grants for one or the other purpose relevant to library field since 1954. During the subsequent 13 years e.g. 1967, grants were provided for such library purposes as purchase of books, construction or extension of library buildings, recruitment of library staff, library training, and visits of librarians to the developed countries.
2.8.8.4 UNESCO SEMINAR, DELHI, 1955

As per the recommendations of the UNESCO seminar on development of public libraries in Asia held at Delhi during October 6-26, 1955, a central recognized authority (preferably the National Library Association or the Central Library Board) should be created to lay down standards to accredit library schools, which had participants from Afghanistan, Australia, Burma, the then Ceylon, India, Indonesia, Japan, Malaysia, Nepal, Pakistan, Philippines and Thailand. The nomenclature of the said body can be a library council of India. Such a body will be responsible for laying down standards and accreditation of its schools in India.

2.8.8.5 UNESCO’S REGIONAL SEMINAR ON LIBRARY DEVELOPMENT IN SOUTH ASIA, 1960

During October 3-4, 1960, UNESCO’s regional seminar on library development was organized in Delhi, in which the issues discussed were- grading of staff, salary scale, and status of librarians. The seminar recommended parity in pay and status for academic librarians with those of university teachers. The grading of the staff was reconstituted as such:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>DESCRIPTION OF THE STAFF MEMBER</th>
<th>NATURE OF DUTIES</th>
<th>EQUIVALENT FACULTY POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Librarian Supervisor</td>
<td>University Professor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Deputy Librarian Senior Professional</td>
<td>University Reader</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assistant Librarian Junior Professional</td>
<td>University Lecturer</td>
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<tr>
<td>4</td>
<td>Senior Library Assistant Professional Assistant</td>
<td>Assistant Lecturer</td>
<td></td>
</tr>
</tbody>
</table>

The most important UNESCO seminar was as under:

"Librarianship is a profession for specialized training, the only way to attract and hold suitable talent for the developing of library services would be by assuring librarians appropriate status, pay and hierarchy of librarians in academic institutions should correspond to those of the academic staff, of librarians in public libraries to those of educational cadre and librarians of scientific and technical libraries (special libraries) and those of technical personnel".

2.8.8.6 FULL BRIGHT GRANTS

Many Indian librarians and library science teachers were provided grants and scholarships under the Fulbright program to enable them to visit US for study.
2.8.8.7 ASIA FOUNDATION GRANTS

The Asia Foundation also provided grants and fellowships to Indian library professionals for graduate study in LIS in US.

2.8.8.8 OTHER AGENCIES

Financial and professional support was received by Indian libraries and librarians from such foreign agencies as the British Council, Commonwealth Foundation, and UNESCO. This support has been of much use in the development of Indian libraries and library professionals.

2.9 ADVISORY COMMITTEE UNDER K.P.SINHA, 1957

The Government of India constituted an ‘Advisory Committee for Libraries’, under the chairmanship of K.P.Sinha, which made the following recommendations to the Government of India. Enactment of Central Library Act, GOI, Enactment of a state library Act; Authority to local bodies to levy the library cess as an surcharge on property tax; provision of library grant by a State government, ultimately equal to three times the proceedings of the library cess; and Provision of the Government of India grant equal to the library cess in a state.

2.9.1 WORK FLOW SEMINAR, 1959

During November 4-7, 1959, a work flow seminar ‘From Publisher to Reader :workflow in University and College Libraries’, was sponsored by the UGC and organized in Delhi University in which librarians from several universities in the country participated. It recommended the norms for college and university libraries, ration between number of students and the books etc. By the year 1960, most of the university libraries had full- fledged librarians, while some of the universities continued the Victorian tradition of ‘Professor-in-Charge of Library’

2.9.2 DEVELOPMENT OF OPEN INSTITUTES & CORRESPONECE INSTITUTIONS

The development of open universities and other correspondence institutions in developed and developing countries all over the world also had its impact in India, consequently, on July, 1962, in pursuance of the recommendations of the expert committee headed by Prof. D.S. Kothari, the then chairman of the UGC, Directorate of Correspondence Courses and continuing education was established in Delhi University. It was an important landmark in the history of Indian education. The successful experiment of Delhi University was favorably responded to by the Union
Government. The then Education Minister, Prof. Noorul Hasan, advocated the novel idea of open universities that would take the entire nation in its ambit.

2.10 EDUCATION COMMISSION, 1964-66

The Education Commission (Dr. D.S. Kothari Commission) observed:

"With ever-increasing enrolment in the universities and colleges, the demand for library service has been mounting. Unlike in the past, the library staff has now to cater to the diverse needs of under-graduates, post-graduates and research scholar". Because of the ‘explosion of information’ and growth of research in our universities, the commission felt the need for conservation of research potential through documentation work and service. The commission, therefore, recommended the appointment of teams of documentalists in university libraries who could understand the requirements of research workers and undertake the work of documentation – search, indexing and abstraction. The commission also emphasized on student-oriented education:

"As one goes up, the contact hours could be less and self-study periods longer. The most urgent reform needed, therefore, is to increase the self-study facilities for students". To make it possible well-kept and commodious libraries with adequate number of reading seats is necessary, however in spite of this; the recommendations of this commission on libraries did not indicate anything revolutionary or far reaching. A university library’s potential for providing the learning environment was unfortunately overlooked by the commission.

All the commissions on university education – Raleigh, Sadler, Radhakrishnan and Kothari – have, in fact, treated the library as an adjunct to research, but not a process that should permeate the academic life of a university campus; and never a thought has been given to bring the library into full participation in the teaching process.

2.10.1 THE UGC REVIEW COMMITTEE REPORT, 1965

To acquaint the student with:

a. The organization and development of the universe of knowledge;
b. Research organization and research methods, kinds of reading kindred materials and documentation lists

OBJECTIVES:

i. To make the student proficient in methods and techniques of research;

ii. To give specialized knowledge in selected areas;
To train the students for doing further research work leading to a Ph.D or other research degree to make him write a thesis under the supervisor.

The research program in all the LIS departments in India is based on research in library problems only and no course work is prescribed.

2.10.2 RECOGNITION OF FULL-TIME TEACHING FACULTY, 1965

Till late 1950s the teaching faculty in majority of library schools consisting of part time teachers usually drawn from the respective universities and other libraries. The university librarian invariably functioned as head of the department. The need for full time teachers was duly recognized by the UGC Review Committee in 1965.

2.10.3 RAJASTHAN UNIVERSITY SEMINAR, 1966

The seminar of university librarians held at Rajasthan University, Jaipur from 16-19 November, 1966 produced its proceedings which is a useful document on Indian university librarianship. Besides, other matters, it has defined the statutory position of university librarians, and recommended that they be given statutory recognition, be directly responsible to the V.C. of the university, be an ex-officio member of all academic bodies, be a member-secretary of the library committee which will function only in an advisory capacity.

2.10.4 G. PARTHASARTHY COMMITTEE, 1971

Efforts were initiated when the Government of India appointed a committee under the chairmanship of Prof. G.Parathasarthy, the then V.C. of Jawahalal Nehru University (J.N.U.) New Delhi. This committee recommended the establishment of an open university at the national level. But the credit goes to Andhra Pradesh for its initiative in this direction. The year 1980 is a landmark in the annals of Indian education since it was in that year that the first distance education institute i.e. Dr. Ambedkar Open University at Hyderabad was established under the the Act of A,P, Legislative No. 11 of 1982. It was followed by the setting up of the Indira Gandhi National Open University (IGNOU) New Delhi under the Act of Parliament.

2.10.5 RRMRLF, 1972

The Raja Ram Mohan Roy Library Foundation (RRMRLF) established in 1972 as an autonomous organization to support the program of public library development initiated by state governments. Financial and professional support was received by Indian libraries and librarians from such foreign agencies as the British Council, Commonwealth Foundation, and UNESCO. This support has been of much use in the development of Indian libraries and library professionals.
2.10.6 COMMITTEE FOR RATIONALISATION OF COURSES IN LIBRARY SCIENCE, 1975

To improve library education in India further, the Committee for Rationalization of courses in the field of library science was set up in July 1975 by the Ministry of Education and Social Welfare, Government of India, which made some useful suggestions.

2.10.7 NATIONAL LIBRARY OF INDIA ACT, 1976

Provided for the establishment of a statutory board which will take over from the Government of India the administration of the libraries. The Board shall consist of 30 members, out of which four persons to represent the universities in India.

2.10.8 MASTER OF PHILOSOPHY (M.Phil) IN LIS, 1978

With the recommendation of UGC, M.Phil Program was initiated in various disciplines in a few universities. M.Phil in LIS was also started. The University of Delhi (DU) was the first university in India to launch the M.Phil program in 1978, which is still continued. Presently more than seven universities are offering the M.Phil program, like the Gulbarga University, Srivankaleshwar University, Tirupati, Sririshnadevaraya University, Anantapura, Mysore University, Mysore, etc.

2.10.9 UGC AND LIBRARY BUILDINGS

Till 1950's the biggest problem of Indian University libraries was that of accommodation. The UGC got seized of the problem and readily came forward to provide funds for constructing suitable buildings. Although the situation has much improved, yet the desired results have not yet been achieved. A large number of buildings have been planned without keeping in view various aspects, such as, the type of university, growth rate, and services expected of a university library.

2.10.10 DEVELOPMENT IN CURRICULAR CHANGE, 1980

In 1980's UGC realized the urgent need of the revision of syllabi of different courses in H.E. UGC set up Curriculum Development Committees in various subjects including for LIS under the chairmanship of Prof. P.N.Kaula. The Report was submitted to the UGC in 1992.
During 1980-96, a new situation raised in India about the changing trends in library education. Some responsible factors for this change are listed below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>FACTOR</th>
<th>GENERAL REPERCUSSION</th>
<th>CHANGING TRENDS IN LIS EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Information Science</td>
<td>Development in Science &amp; Technology</td>
<td>Library science replaced by information science</td>
</tr>
<tr>
<td>2.</td>
<td>Computer Application</td>
<td>Manual work was greatly eased</td>
<td>Creation of extensive information systems and services</td>
</tr>
<tr>
<td>3.</td>
<td>LIS Literature</td>
<td>Multiple readers demand for pin-pointed information</td>
<td>The need for an exchange of views among library &amp; Information Scientists was greatly felt.</td>
</tr>
</tbody>
</table>

Besides, some of the vital areas of concern were: Levels of LIS education, Admission requirements, Curriculum, Teaching faculty, Students’ characteristics, System of examination, Accreditation, LIS program through distance mode.

R.P. Kumar stated in 1995, there were about 85 centres of Higher Education offering LIS program at B.Lib.Sc. level, about 50 centres were engaged in M.Lib Sc. Level, 5 in M.Phil, 32 centre in Ph.D Program. He also estimated that about 4,000 B.LibSc. graduates and 1,000 M.LibSc. graduated will be produced in India, annually.

2.10.12 CHATTOPADHYAYA COMMITTEE REPORT, 1986

The recommendations of the Chattopadhyaya Committee based on the concepts of most advanced principles of public library systems existing in the world. The Committee has stressed that strengthening free public library service and establishing libraries to work as a system is an important task before Government.
2.10.13 TWO-YEAR INTEGRATED COURSE IN LIS

According to Dutta and Das (2001), the status of LIS education in India:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>NO. OF UNIVERSITIES</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>74</td>
<td>BLISc.</td>
</tr>
<tr>
<td>2.</td>
<td>63</td>
<td>MLISc.</td>
</tr>
<tr>
<td>3.</td>
<td>15</td>
<td>M.Phil</td>
</tr>
<tr>
<td>4.</td>
<td>49</td>
<td>Ph.D</td>
</tr>
</tbody>
</table>

Besides, INSDOC, DRTC provide Associate ship courses in Information Science, equivalent to MLISc. degree. National Centre for Science Information (NCSI), an autonomous organization under UGC located at Indian Institute of Sciences (IIS) campus, Bangalore provides an advanced one-year training course in Information Systems Management and Technology. LIS students at Associate ship courses are required to submit project reports/dissertation in partial fulfillment of the courses.

UGC and Indian Council of Social Sciences and Research (ICSSR) award scholarships to doctoral students. National Commission on Science and Technology (NCST), New Delhi, Raja Ram Mohan Roy Library Foundation (RRMRLF), Calcutta and ICSSR among others provide research grants for non-doctoral research. DESIDOC also provides Junior Research Fellowship (JRF) program in LIS.

According to Dutta and Das (2001), the following universities are offering the two-year integrated course in LIS: University of Madras, Calcutta University, Mangalore University, North Eastern Hill University(NEHU), Shillong, all the six universities in Karnataka i.e. Mangalore University, Gulbarga University, Karnataka University, Kuvempu University, Mysore University, North Gujarat University, Patan, Panjab University, Chandigarh, and Birla Institute of Technology, Ranchi, Tilak Maharashtra Vidyapeeth, Pune.

Regarding distance education, there are 21 universities conducting BLIS courses, 13 Universities MLISc.courses, 3 Universities M.Phil courses and 10 Ph.D. program. Besides, Universities, there are few colleges and Institutes which also conduct LIS courses like 11 Colleges conduct BLISc. Program, 5 Colleges conduct MLISc. Program, 4 Institutes conduct BLISc. Program and only one institute conduct MLISc. Program.
According to Aggarwal, in Directory of Distance Education Institutions, the status of distance Institutions was as follow:

### 2.10.14 DISTANCE EDUCATION IN LIS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>PROGRAM</th>
<th>UNIVERSITIES</th>
<th>QUALIFICATIONS</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CLIS</td>
<td>Uni. of Madras, Chennai</td>
<td>H/S or 10+2</td>
<td>3 months</td>
</tr>
<tr>
<td>2</td>
<td>-Do-</td>
<td>Madurai Kamraj University, Madurai</td>
<td>H.S.C.</td>
<td>-Do-</td>
</tr>
<tr>
<td>3</td>
<td>-Do-</td>
<td>Sri Venkateswara University, Tirupati</td>
<td>Intermediate</td>
<td>6 months</td>
</tr>
<tr>
<td>4</td>
<td>DLIS</td>
<td>Kota Open University, Kota</td>
<td>VI pass or 5 years work experience at district level library who have not passed 11th plus, minimum age of 21 years.</td>
<td>Minimum 1 year and Maximum 4 years</td>
</tr>
<tr>
<td>5</td>
<td>-Do-</td>
<td>Panjab University, Patiala</td>
<td>Matric</td>
<td>1 year</td>
</tr>
<tr>
<td>6</td>
<td>PGDLIS</td>
<td>Nalanda Open University, Patna</td>
<td>Graduate</td>
<td>1 year</td>
</tr>
<tr>
<td>7</td>
<td>BLISc.</td>
<td>Andhra Pradesh Open University, Hyderabad</td>
<td>Graduate</td>
<td>1 year</td>
</tr>
<tr>
<td>8</td>
<td>-Do-</td>
<td>IGNOU</td>
<td>Graduate and minimum age 25 years or above</td>
<td>Minimum 1 year and Maximum 4 years</td>
</tr>
<tr>
<td>9</td>
<td>-Do-</td>
<td>University of Madras, Chennai</td>
<td>Graduate</td>
<td>1 year</td>
</tr>
<tr>
<td>10</td>
<td>-Do-</td>
<td>Madurai Kamraj University, Madurai</td>
<td>-Do-</td>
<td>-Do-</td>
</tr>
<tr>
<td>11</td>
<td>-Do-</td>
<td>Panjab University, Chandigarh</td>
<td>-Do-</td>
<td>-Do-</td>
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<td></td>
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<tr>
<td>12</td>
<td>-Do-</td>
<td>Kashmir University, Srinagar</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>-Do-</td>
<td>Annamalai Open University, Chenai</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>-Do-</td>
<td>Kurukshetra University, Kurukshetra</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>-Do-</td>
<td>Panjabi University, Patiala</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>MLISc.</td>
<td>IGNOU, New Delhi</td>
<td>BLISc. degree</td>
<td>Minimum 1 year and Maximum 4 years</td>
</tr>
<tr>
<td>17</td>
<td>-Do-</td>
<td>University of Madras, Chenai</td>
<td>-Do-</td>
<td>1 year</td>
</tr>
<tr>
<td>18</td>
<td>-Do-</td>
<td>Kashmir University, Srinagar</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>-Do-</td>
<td>Anamalai Open University, Chenai</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>-Do-</td>
<td>Panja University, Chandigarh</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>-Do-</td>
<td>Kurukshetra University, Kurukshetra</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>-Do-</td>
<td>Panjabi University, Patiala</td>
<td>-Do-</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>P.hD</td>
<td>IGNOU, New Delhi</td>
<td>MLISc. With minimum 55% marks plus UGC conducted NET</td>
<td>Minimum 3 years</td>
</tr>
</tbody>
</table>

**GROWTH AND TRENDS**

The growth and development of LIS education became quite steady in the post-independence period as it synchronized with the growth and development of the institutions of higher education, their libraries, documentation centre, information...
centre, and similar other information systems. As a result of these and other developments library and information science today is a well recognized discipline of study and research at the postgraduate level in more than 100 universities. All these university level departments conduct one-year postgraduate course leading to the award of BLiSc. degree. Besides, there are some colleges across the country imparting education and training at the first degree level, mostly having one year course, but a couple of them have three-year program also. About 80 university departments offer courses at the Master’s degree level as a one year course after the BLiSc. About 50 universities enroll students for Ph.D degree, while a couple of them also offer M.Phil program. Besides, specialized courses in information science are offered by INCDOC and DRTC that are considered equivalent to Master’s degree. In addition, a few women’s polytechnics, library associations etc. also offer undergraduate level courses leading to Certificate /Diploma in Library Science.

Some open Universities like Indira Gandhi National Open University (IGNOU), New Delhi; Andhra Pradesh Open University, Hyderabad; Kota Open University, Kota offer BLiSc./MLiSc. courses through distance education. Many more general universities have also started offering BLiSc./MLiSc. courses through distance education mode. Distance education program have gone to such an extent, that IGNOU has started the Ph.D. Program also.

From the above emerges a picture which seems to be haphazard. At one end of the spectrum there is Certificate and Diploma Courses with varying duration and course structure and at the other end are such courses as BLiSc. MLiSc. M.Phil, and PhD. In LIS, again of varying duration and course contents.

2.11.1 DEVELOPMENTS IN LIBRARY & INFORMATION SECTOR

Nearly 60 years of independence, a look at the library and information sector as it has developed so far, the picture presents as: India has national libraries, in addition to general ones, in the fields of health sciences, agriculture etc. Up to dated 1.3.02 India has 273 universities and about 12,600 colleges have their own libraries and about 3.31 lakh teachers on the roll. Now the number of universities has gone up to 277. There are libraries attached to various scientific and technical institutions, R & D centers, scientific laboratories, etc. The central government and the state government departments too have their own libraries. Besides, there are some documentation centers in sciences, social sciences, Defense, industry, etc., and some information systems in the fields of science and technology, Machine tools,
Chemical technology, Food science and technology, Leather technology, Chemical technology, Pharmaceutical science, Crystallography, and so on which have their own library and information centers.

India has already developed general networks like INDONET, NICNET etc., and is further evolving library and information networks like INDONET, NICNET etc, and is further developing library and information networks like INFLIBNET, DELNET, CALIBNET, SIRNET, DESINET, and so on. All these networks provide for the transfer and sharing of information and computing resources within India and for online access to remote databases and computing resources worldwide via communication gateways.

2.11.2 APPOINTMENT OF WORKING GROUPS

The Planning commission of the Government of India has been appointing Working Group from time to time to study the situation of libraries in the country. The first was in 1964, and then came a Working Group on the Modernization of Library and Information Services for the 7th Five Year Plan (1985-90) which submitted its report in 1984. The one for the 8th Five Year Plan (1992-97) to study the impact of new information technology on libraries gave its report in 1992, while the 9th Five Year Plan (1997-2002), which has submitted its report to the GOI for modernizing library services in 2001.

Library automation until yesterday referred only to computerization of housekeeping operations. But now because of the developments in information technology, it also covers information services based on CD-ROM databases, e-mail, searching WWW sites and surfing internet etc. Now most of the scientific and academic libraries have both bibliographical and full-text databases on CD-ROM, as also have access to various sources or information (Print or electronic) through networks.

2.11.3 IMPACT OF NEW INFORMATION ENVIRONMENT ON LIS EDUCATION & TRAINING

The demands of the new information environment on library and information systems are not only diverse and complex, but rising also. In such environment information professionals have to shape strategies for new practices of information management. The information based society calls for a vast range of information provision which, in turn, requires a new breed of library and information professionals to provide it efficiently. But, unfortunately most of them are trained in only the
conventional methods and techniques of providing services. They are not exposed to the new knowledge and skills required for designing, organizing and operating the newly emerging information systems. The products go to the market with conventional LIS education and training, lacking information science and information technology content. Sufficient knowledge and skills in information handling have to be developed, supplemented with creativity, talent and knowledge of new information technology.

Although at a nascent stage in India, e-learning is gaining a lot of ground in many institutes. Virtual/Digital libraries are fast coming up.

2.11.4 THE EMERGENCE OF INFORMATION LANDSCAPE

With the emergence of information landscape, technological and economic order is incumbent on the information professionals to equip themselves with different education and training than what they had been imparted hitherto. In the wake of the fast developments taking place in the new emerging society, information professionals must also prepare themselves for at least the working knowledge of computer communication channel. The basic needs of information seekers have not changed, but they have broadened, intensified, and become more challenging. Access to information has improved and will continue to do so; agencies providing access to information now provide services that give direct content access. Modern information problems require flexible and readily adaptable approaches.

2.11.5 PANEL ON LIS

In view of the continues changes, and the new demands of the markets the UGC set up a Panel on Library and Information Science to periodically review the different aspects of existing LIS education program in the country and make recommendations for future developments. In the 1980s the Panel finalized its recommendation with regard to the status of library science departments, teaching faculty, financial support, syllabi for various programs, with a result was changed the nomenclature of the department and courses from library science to library and information science. Some minor changes were also made in the curriculum in some departments only.

2.11.6 BANBIHARI SHUKLA, DLitt. 1992

Dr. Banabihari Shukla was awarded the DLitt. in 1992 by the Utkal University. The topic of his research was 'the work and impact of a pioneer in library and
information science: A critical study of the works of Prof. Prithvi Nath Kaula. It is claimed to be the first such degree in library science all over the world.

Interestingly, Dr. Banabihari Shukla was also awarded a DLitt. in 1983 by the Sambalpur University. It was in the Pharmaceutical Sciences. The topic of research was 'Bhagabhata ghara: a multifarious organization of the village community in medieval Orissa (1510-1803 AD): A critical study.

2.11.7 RESEARCH IN LIS

In India, research is conducted by individuals such as faculty and research scholars using their own or limited institutional resources. Most of the research in LIS is personal and is affected to some extent due to financial constraints. We do not have a separate national agency for funding research in our subject.

The UGC caters to LIS research as a part of its general program. R&D sections of leading industries do finance some research projects, but generally they are tuned to the interest and services of that particular institution. The proposed Council of Library and Information Science Research (CLISR) should look to the financing aspects. Research takes people of brains, energy, time, money and it takes a lot of them. Not much, relatively speaking is being spent on this activity. A large chunk of money is essential for LIS to establish the kind of research environment that exists in some other disciplines and then to test the relationship of that environment to the quality of education provided within it.

In the workshop on the Curriculum Development Committee (CDC) Report on LIS held on March 19, 1993 in the UGC office, it was pointed out that the Central Government had in principle agreed to 'create a Centre for Research in LIS'. But of no avail. It is the crying need of the time and the professionals must come together to insist upon the Central Government in the matter.

Though India has contributed a lot to library science, we are still lagging behind as far as LIS research is concerned. The reasons being: Traditional methods of teaching; Absence of knowledge about research methodology; inadequate strength of the faculty; non availability of many qualified research supervisors; Earlier intake of insufficient, indifferent and disinterested persons by the library profession; inadequate financial support; absence of essential data; Absence of identification of research areas; lack of incentives for doctorates.

The problem can be overcome by encouraging faculty research. Incentives and facilities must be provided to the faculty, not only to do research by themselves,
but also to encourage and guide those who have interest, motivation, and aptitude for research. The actual involvement of teachers and students in research work is necessary, and proper environment conducive for research should be created in all library schools, especially those catering to Master's course.

2.11.8 CURRICULUM DEVELOPMENT COMMITTEE (CDC) LIS, 1993

The CDC in LIS which in its report, published in 1993, recommended a new curriculum strengthening the information science components. However, the report came under criticism from most quarters, and remained almost unimplemented.

2.11.9 CURRICULUM DEVELOPMENT COMMITTEE (CDC) LIS, 1998

As a result of the criticism, the UGC has once again appointed another committee in 1998 to suggest curriculum for LIS program in view of the new societal, economic and technological developments and the same was submitted in 2001. These efforts at education and training of information professionals in IT notwithstanding, there are a general feeling of dissatisfaction with the human resource situation. Most of the professionals sent out in the market by these LIS departments are unable to handle IT for information processing, retrieval and dissemination purposes.

In view of the above, it is imperative to respond to the impact of IT and thereby acquire appropriate knowledge, skills and competencies required to gain leadership in IT handling. In order to respond to the changing manpower needs of the libraries and information centers, there is need to bring in new elements of information technology, and to restructure the conventional course contents accordingly.

Although the library and information services scenario has been undergoing metamorphosis yet a large majority of LIS schools and libraries are without adequate IT infrastructure. The program of LIS education and training have to be developed, designed and restructured in such a way that they fulfill the changing requirements of the libraries and information centers at two levels: one, to impart training in knowledge, skills and techniques required to handle the immediate jobs, operations, services as obtained in a majority of libraries, and the second to impart training in knowledge and skills required to develop program, procedures and services on modern lines with the assistance of computer technology, telecommunication technology, etc.

The need of the time is to inculcate components of the new IT. Since a few LIS schools in US have already gone digitized, at present, here it is not viable or
feasible to go complete digitization, because of finance, adequate trained manpower, and lack of IT infrastructure. No doubt, IGNOU has initiated a leadership role in this direction and few departments of the Madras University have also started on line courses, but still, the conventional system can not be phased out completely, in a country like India. In order to make it more workable, it is high time for librarians to review and revise the policies and procedures to restructure and reorient their systems, services and resources, because a virtual library is an amalgamation of three basic things viz computer network, telecommunication media and reading material in electronic format e.g. retrospective conversion of their bibliographical data.