

HISTORY OF LIBRARY SCIENCE EDUCATION

Dr Siddiqui Eraj Azeeza*

* Librarian

Dr. Rafiq Zakaria College for Women
Aurangabad
Maharashtra, India.

QR Code



History of Library Science Education in India

Baroda School:

Library Education began in India in the second decade of 20th century with the starting of a library school in the Baroda State in 1911. Baroda State not only provided instance of library movement in the country but it was here that dawn of library education appeared. Raja Sayaji Rao Gaikwad was interested in the educational progress of his state. He was impressed with the splendid work done by public libraries in the West with a view to developing a library system in his state, he requisitioned the services of an American Librarian, Mr. William

Borden as the Director of the State Library Department.

1911 began with a series of library classes, which would fit Library staff for the routine tasks of librarianship. Borden had been a student of Melvil Dewey, and the system of library training, which he introduced into India, had many of the hallmarks of the Columbia library school. It was established in a university and it has emphasis on fundamental library skills: Library handwriting, book repair, charging systems and the dispatch of over dues, was covered in these early classes.

Punjab University:

Asa Don Dickinson was commissioned by the Government of India in 1915 to organize and catalogue the library of the University of the Punjab, and to introduce a course of training in library methods. Dickinson had spent one year at New York State Library School at Albany (1902-03) and he was, like Borden, conversant with the Training methods introduced by Dewey. The classes, which he set up at the University, were on more advanced than those of Borden. The curriculum covered the basic subjects of a professional course: Classification, Cataloguing, Bibliography and Book Selection. Dickinson also provided India with the first library textbook namely *The Punjab Library Primer* (1916). The university continued to hold classes in librarianship after Dickinson's departure. They were consisting of two months classroom lectures, followed by three months practical library experience in all aspects of library work. The first class was held in 1919, which attracted twenty-four students, and fourteen of these were later awarded a certificate in *Modern Library Methods*. The course was held again in 1920 and in alternate year thereafter¹¹.

The training school at Punjab University was considered to be the second library school known in the world, the first being the Columbia school.

Andhra:

Library movement in Andhra is described as the 'people's movement' because, it was the common man who took lead in the establishment of the libraries and the reading rooms. With the coming up of innumerable libraries, there arose the need for people with some background knowledge and technique of library management. The Andhra Desa Library Association (Founded in 1914) started conducting 'training classes' for the library workers in the state in 1920 at Vijayawada. The classes covered a module on running adult education classes in addition to library techniques.

Mysore State:

In the same year, i.e. in 1920, a course for the training of librarians was conducted at Bangalore under the 'programme of library development' initiated by the then *Dewan of Mysore*, M. Visweswarayya.

Madras Library Association (MLA):

The Madras Library Association in close collaboration with Madras University started a school for library education in 1929. A 'Summer School' for college, librarians and Lecturers-in-charge of college libraries in Madras was held in 1928 and repeated in 1930. As there were no public libraries and special libraries in the country, the students were admitted into the school were college librarians that were deputed by their respective colleges. The school was run efficiently having found the education useful The

Madras University took over the school in 1931. It continued to offer a certificate course of three months duration during the summer vacation. The students were mostly drawn from among the lecturers in colleges, teachers in schools and librarians in colleges. Subsequently students from outside the Madras State sought admission into it.

In 1937, the Madras University upgraded the certificate course into a post – graduate course of one-year duration. Admissions to the Diploma Course were restricted to those librarians who were graduates and deputed by the libraries. The university librarians and two of three members of the library staff conducted the course. Till 1944 the school had been admitting a few trainees deputed from the other states.

Andhra University:

Andhra University started a certificate course in 1935. But, the course was abandoned shortly, thereafter. In 1970 the university started Bachelor of Library Science Course.

Imperial Library, Calcutta:

In 1935, under the supervision of Librarian Mr. K.M. Asadullah Khan a full time diploma course for graduates at the Imperial Library Calcutta was started. In the same year Andhra University at Waltair introduced the course, which was suspended in 1937.

The first one year Post–Graduate Diploma Course in Library Science, which has several ways to served as a model for developing library

science training programmes in the country was established at the initiative of S.R. Ranganathan, at the University of Madras in 1937. Benaras Hindu University in 1941, University of Bombay in 1944, and Calcutta University in 1946 introduced these courses.

Bengal Library Association:

The Bengal Library Association under the leadership of Kumara Munindra Deb Rai Mahasay arranged a ‘Library Training Camp’ at Banasberia in 1935.

Post Graduate Diploma Courses:

University of Madras:-

With the experience in conducting the certificate course, the University Librarian, S.R. Ranganathan proposed to the University of Madras to introduce a postgraduate degree course in 1936. This was not accepted on the ground that “the subject is not a discipline of sufficient caliber for which the university can give a degree.” However, undaunted Ranganathan could succeed in convincing the authorities in the next year, i.e., in 1937 and the university introduced a one year postgraduate diploma course in place of the certificate course of three months duration.

Banaras Hindu University (BHU) and Bombay University:-

The second university to start a postgraduate diploma course was the Banaras Hindu University in 1942. University of Bombay initiated a similar diploma course in 1943.

Schools after independence:-

Delhi University:-

Sir Maurice Gwyer, the then Vice – Chancellor of University of Delhi invited Dr. S.R. Ranganathan to organize a Department of Library Science. The department was started in 1947 to conduct post graduate diploma in Library science. Dr. S.R. Ranganathan worked as Hon. Professor at the University during 1947 – 1955.

The University of Delhi instituted the first post degree diploma course in 1948. In 1949 the structure was changed. The programme of Master of Library Science was introduced as a two year course with the first year leading to Post-Graduate Diploma in Library Science (later changed into Bachelor of Library Science).

GOI's In – Service Training Course:-

The Government of India Libraries Association approached the Union Government to start an in-service training course for the staff working in various government organizations to meet the shortage of qualified librarians. Accordingly, a training course was started in 1953. This course was recognized as equivalent to the university diploma course.

An institute of library science was established at the University of Delhi with a grant from the Union Ministry of Education. Its main objectives were to train public librarians and to prepare teaching aids and materials. This institute was inaugurated in 1959. Unfortunately this institute was closed down in 1964 and the staff

was got merged with the University department of Library Science.

Diploma to Degree:-

The full-Time one year Diploma Course was converted to degree course (B Lib. Sc.) in 1960 by Madras University. By mid – 1960s many other universities had fallen in line with University of Madras and the recommendation of Review Committee Report of UGC.

First B Lib. Sci. Course:-

In 1957 Aligarh Muslim University started B Lib. Sc. Course for the first time in the country. It had been conducting certificate course since 1951.

Polytechnic Diploma Courses:-

The Government Polytechnics for women at Ambala, Bangalore, Chandigarh, Delhi, Jalandhar and Rourkela started post-matric Diploma courses of two-year duration in late 1960s.

DRTC Course:-

Dr. Ranganathan started Documentation Research and Training Centre (DRTC) at Bangalore in 1962 under the auspices of Indian Statistical Institute (ISI). Its training course was of 14 months duration (Recently it has been made a two year programme).

INSDOC Course:-

INSDOC conducted a short-term course for Asian document lists in 1963. Later in 1964, it stated a one year postgraduate course in 'Documentation and Reprography' leading to "Associateship in Documentation and Reprography." Now it is called "Course in Information Science."

For the first time, the University of Delhi conceived two courses i.e. M.Lib. Science Programme and Ph.D. Programme (1949) also in addition to the PG Diploma in Library science, Aligarh Muslim University, Aligarh, M.S.Univerisity Baroda, Nagpur University, Nagpur, and Vikram University, Ujjain started library science courses in 1951, 1956 and 1957 respectively.

At present there are 85 universities in India, as on 2001 which are imparting different levels of courses in library and information science, ranging from certificate course to Ph.D. There are also regular and exclusive universities, which are running library and information science courses under the distance mode.

Doctoral Programme:-

Doctoral Programme in Library & Information Science was started in University of Delhi in the year 1949. The pace of research remained slow, up to 1980's, which is evident from the fact that the first Ph.D. in Library & information science was awarded in India by University of Delhi in 1958 (to Dr. D.B. Krishna

Rao). The second Ph.D. Degree was awarded after a gap of nearly 20 years by Punjab University in the year 1977 to Dr. Pandey S.K. Sharma. Thereafter the Indian Universities showed an upward trend in Ph.D. Programme in Library & information science and as on 2001 over 50 universities in the country are offering Ph.D. Programme in Library & information Science.

The last 50 years of Library & Information Science Education since the dawn of Independence have passed through transition, contrasts and contradictions. The transition is one of the most welcome and significant developments. As on today the Library & Information Science Education is on the threshold on facing new challenges of the new century, which is in the offing.

World Wide Scenario

There has been all-round development round the globe in terms of both library schools and their curriculum. This development is not mere an accident but it is the growing realization of importance of libraries and information centers and accessibility y to information. The curriculum has undergone charges over the years depending upon the need of the day due to change in information needs of the users on one hand and information handling and management techniques on the other hand.

In the East Asia and Oceania Region – Japan and China are offering M.Lib.Science Course. There are two main providers of formal librarianship training in New

Zealand. Although in New Zealand Library and Information Association has a continuing education officer who co-ordinates, organizes and publicizes other training courses, meetings and initiatives.

Many courses are also offered through distance education to facilitate working librarians and others. While Institutions in Australia are also offering LIS Courses. Education for the Library and Information sector in Australia is continually being improved and some innovative courses are being offered, with emphasis on the provision of continuing professional development courses and education for people in isolated areas of Australia. In the Pacific two institutions offer education and training for LIS work – one each in Fiji and Papua New Guinea. The range of problem in the region related to education and training is rather wide. Non-standardized curricular offerings in training institutions leading to the uneven quality of graduates (Japan). The uneven quality of instruction provided by training institutions, and their pressing need for more financial support (China); the acute lack of training institutions and teachers (Papua New Guinea); and the need for more and better distance education programmes to train librarians in far flung areas. (New Zealand and Australia)

Arab States: - The Library Schools imparting training at different levels – bachelors to Ph.D. programmes – have the curriculum, which is mostly unbalanced. The courses are

unrelated to librarianship and information science account 50% of entire BA Programme. Modern Information Technology is creeping up slowly into the curriculum, in the Moroccan School the best equipped. A recent development is the formation of the society of Arabs Library School (1993), located in Rabat, Morocco, hopefully signally better co-operation, co-ordination and harmonization.

Africa:- Formal education in Information Science is a recent Africa Phenomenon, although the foundations had been laid in Nigeria's Department of Library, Archival and Information Studies (LARIS) as well as in the leading schools of South Africa. Addis Ababa University's School of information studies for Africa (SISA) and the University of Ibadan's Africa Regional Centre for Information Science (ARCIS) are pioneer members of the emerging consortium of African Schools of Information Science (CASIS), the others being Morocco's Ecole des Sciences de l'Information (ESI) and the University of Botswana's Department of Library and Information Studies headquartered at SISA. With a generous grant from IDRC for its first three years. CASIS seems poised to make a significant impact in the application of information science to help solve Africa's multifaceted development challenges.

Latin America and the Caribbean Region:-The library services have not always been well endowed with qualified professional human resource, though the last two decades have been marked by significant progress both in

university education and in training and retraining in all areas of librarianship and information technology. All countries in this region have in general agreed on the need for high quality university education and, in particular, the establishment of post graduates courses. A few countries have no library schools but are planning training programmes, together with fellowship schemes for training abroad. All the countries organize continuing education courses in order to keep staff up to date with the evolution of library requirements.

Eastern Europe and the Commonwealth

States: - Particularly all information centers have been required to extend their services for beyond information services in the narrow sense. They provide various kind of training, printing and copying of all kinds of materials, let their premises, and so on. All information organizations try to do everything development of databases, operate hosts, publish and print directories and provide information services to end-users.

Western Europe Region:-

Last review of initial education for librarianship took place in 1990, when IFLA carried out an investigation of courses offered by library schools of 12 countries of European Community. This study was focused in particular on the information technology (IT) content of curricula. Now if we look back at the results of such an investigation we see that only seven years ago information studies were still considered an innovative discipline.

Today, information and communication technologies are permitting all programmes and new information technology oriented courses have been developed in most of the library and information schools of Europe. Not only has the nature of the studies changed, but also their status and as such many trends can be detected. The first is a tendency towards diversification. The number of options and special subjects has increased, in order to need a demand for abilities and skills likely to be applied in a variety of contexts. All-important schools in Europe provide, wide range of options for different groups of students and information committees. Other interesting trends in library and information studies are, on one hand, the emphasis on information management in library curricula and, on the other, the favour which comparative and international librarianship enjoys today. The only way to assess library school curricula is to see whether their content corresponds to the jobs offered by libraries and competencies and skills that are required.

Canada and the United States: -

The libraries and information services in North America are well developed at every level. North American Libraries in all sectors face enormous changes arising from the revolution in information technology and other related factors. A number of trends have emerged as libraries/information centers adopt to these changes. There has been lot of change in LIS education system with special reference to curriculum. More than 200 academic institutions in North America are

offering programmes in librarianship. Accreditation assures the educational community, the general public, and other agencies or organizations that an institution or programme (a) has clearly defined and educationally appropriate objectives (b) maintains conditions under which their achievement can reasonably be expected, and (c) is in fact, accomplishing them substantially and can be expected to do so.

Reviewed every seven years, programmes are evaluated on the basis of six standards (revised 1992) specifically pertaining to (1) mission, goals and objectives (2) Curriculum (3) faculty (4) students (5) administration and financial support and (6) physical resources and facilities. The standard stress innovation, and encourage an active role and concern for future developments and growth in the field.

Western Europe, North America: - They are at the fore front of development in various spheres, in order to reflect the diversification of their LIS education approach like their course content with respect to the need of the hour arising from the revolution of Information Technology (IT) occurring in an environment of severe economic constraint. If one have a look at the present scenario of the LIS in various countries of these developed regions, it is found that there has been a tremendous shift in LIS curriculum, thereby changing the nomenclature of the LIS schools as well. This is due to the fact that there is a shift from traditional course to more demand based on market-oriented courses. Although in many cases the changes in the

curriculum is a blending of tradition at core programmes with new and emerging demand based programmes. LIS programmes are designed to prepare intellectually curious students for a wide spectrum of careers in all kinds of environments – information management, systems analysis and design, online searching, information brokers, artificial intelligence, research analysis, network management, database development, marketing and the like. The programmes also lay strong emphasis on the social/ behavioral dimensions of IT and also upon a good understanding of information technologies to meet the expectations of Library/ Information managers as well as the information seekers.

Most of the leading schools are taking care of inclusion of the new and upcoming areas with a strong favour for IT. The conventional library courses are also being blended with the demand based ones. The course contents are regularly modified to incorporate the latest and the best to suit the market demand.

References

1. Anand, A.K.: Continuing Library Education in the Nineteen Eighties, *Journal of Library & Information Science*, Vol.-5, N.-2, December 1980
2. Bhattacharya, G.: On Teaching of Library & Information Science Education, *Library Science*, 28, 1991, Paper – J.
3. Bramley, Gerald: *A History of Library Education*, Cline Bingley, London, 1969.

4. Bramley, Gerald: World Trends in Library Education, Cline Bingley, London, 1975.
5. Dutta, Bidyarthi & Das Anup Kumar: Higher Education and LIS in India: ILA Bulletin, Vol XXXVII No.-1, March 2001.
6. Mangla, P.B.: Library & Information Science Education in India, Hand Book of Libraries Archives & Information Centres in India, Information Industry Publishers, New Delhi. 1984-85.
7. Sharma, S.R.: Accreditation of Library Education, Mohit Publishers, New Delhi, 1997.