INDIAN LIBRARY SCENE
As Seen
AT THE DAWN OF INDEPENDENCE

by
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THE FIVE LAWS OF LIBRARY SCIENCE:

Books are for use
Books are for all
Every book its reader
Save the time of the reader
Library is a growing organism

Ranganathan

PREFACE

"Indian Library Scene as seen at the Dawn of Independence" is a study of libraries and librarianship in India, a major portion of which was written by the author while living in the United States of America--more than ten thousand miles away from the field. The author had hoped that three of the great American libraries--the Library of Congress, the New York Public library and the Library of Columbia University--would enable him to find sufficient source material relating to his field of interest, but the results did not meet the expectations.

The author also entertained the hope, while in the United States, of getting some original source material directly from India. More than thirty letters were air-mailed to the education ministers of the various governments in India--both at the center and in various states--as well as to the heads of many educational institutions and libraries, requesting them to help the author in getting some source material. The result was not fully satisfactory. The author had, therefore, no other option but to return to India in order to visit the archives of government departments, educational institutions, libraries, and library associations, and complete the study.

It is difficult for the author to acknowledge in full the tremendous help received from many generous sources, without which the work could not have been completed. It is only through the constant and benevolent grace of Almighty God that the author was able to live in the United States for full five years and get extensive experience in American libraries and librarianship. It was God’s Grace again that enabled him to initiate the study in the United States and complete it at home. We human beings are His children and whatever we are able to achieve is
through His blessings. Can a child thank his parents adequately? Can he repay his debt to them in full?

The author wishes to acknowledge his deep gratitude to Gurudeva S. R. Ranganathan, who introduced the author to the study of library science and who has been a constant source of guidance and inspiration to him during the last twelve years; to the authorities of the Library of Congress, especially to Dr. Luther H. Evans and Mr. Verner W. Clapp, who invited the author to the United States to serve as Consultant to the South Asia Section, and who provided every opportunity for him to learn about American libraries and librarianship; and to Mr. Walter H. Maurer of the same great institution, who became like a real brother to the author from the day he arrived in the United States;

to the authorities of the New York Public Library, especially to Mr. Robert E. Kingery, who enabled the author to live in New York and study at the School of Library Service;

to Professor Ray L. Trautman, who was very kind and helpful to the author all along not only as his major adviser, but as a friend and guide throughout his period of study. It is certain that without the constant help and inspiration received from him the author could not have brought the study to a satisfactory form presentable to the faculty of the School of Library Service;

to Professor Allen T. Hazen, who gave tremendous help to the author while Professor Trautman was away on sabbatical leave and whose constant advice and guidance enabled the author to initiate and plan the study successfully;

to the Dean of the School of Library Service, Dr. Robert D. Leigh, and to the faculty of the School of Library Service, especially Professor Carl M. White, Maurice F. Tauber, Bertha M. Frick, and Alice I. Bryan, who helped the author during his entire period of study and research;

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Last but not the least to Sarla Devi Nagar, the author's better half, who has been a constant source of inspiration and whose encouragement has enabled the author to overcome the greatest obstacles in his arduous journey toward his goal.

Murari Lal Nagar

Delhi
May 15, 1957

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The present study has attempted
1. to make an historical study of the origin, growth and development of libraries and librarianship in India, especially during the past three decades;
2. to investigate and evaluate the nature, scope and function of libraries and librarianship in India today;
3. to identify some of the factors responsible for the present condition of libraries and librarianship in India;
4. to show India's contribution to world librarianship and to the field of library service; and finally
5. to indicate the contribution made by the West toward the promotion of libraries and librarianship in India.

The following basic assumptions have been accepted:
1. The library is an educational agency potentially capable of offering perpetual, universal, self-education to each and every member of the society;
2. The library can make its greatest contribution where the interests of the rulers and the ruled are identical; and
3. The library is the product of its social environment and reflects both the nature and degree of development of the society (or institution) which creates and maintains it.

The study has been motivated by a desire to produce a faithful record of some of the developments in the field of Indian libraries and librarianship that have taken place in the past thirty years or so. It is the first of its kind as far as its nature, content and scope are concerned. However, two studies on a very small scale in the field have been reported:

One wonders why no one has so far attempted a detailed study of the subject. There is certainly no dearth of material as shown by the bibliography appended to this volume, and in no sense does this bibliography exhaust the existing literature on the subject. There are many more sources which no one is able to locate easily due to lack of adequate bibliographical tools.

The Origin of the Study

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2 N. Kaula, Librarian, Ministry of Labour, Government of India, has recently published a bibliography of Indian library literature, which is not at all exhaustive.
Upon his arrival in the United States in 1951, the author was asked by many librarians as well as non-librarians a question: "Do you have libraries in India?" The reply invariably used to be: "Oh yes, we do have libraries in India and very good ones too!"

Another question would come up: "Then, why is it that we don't know much about them?" The reply would be: "Because we don't have as many good librarians as we do have libraries."

Libraries without good librarians are not worth the name.

An incident, which gave the author a rude shock, provided the impetus to think this matter over seriously. A senior Indian librarian, on a study tour in the United States, was invited by the Library of Congress to speak before its entire staff. The impression which he left with his audience was: "There are no libraries in India." The author made up his mind that if ever he got a chance to do research in Library Science, the first area he would like to explore would be "The history of libraries and librarianship in India."

While working at the New York Public Library, the author came across a newly-published book, *Library Science in India* (1953), a memorial volume presented to the Madras Library Association on the occasion of its Silver Jubilee. Through contributions from all over the world, the work shows how much India has progressed in the library field during the past twenty-five years and what a unique position she holds today.

An opportunity to deliver a talk before the teachers and fellow-students at the School of Library Service of Columbia University presented to the author the first occasion to speak before a large gathering on a topic relating to India's libraries and librarianship. The talk entitled "India's Contribution to World Librarianship," ended with the following words:

> In India we have been fighting to decide whether our discipline is a science or art, and we spend much time and energy in proving that it is a SCIENCE. Here in the United States I am very much impressed by the service aspect of American librarianship. I am glad that I am a student of the School of Library Service.

The author spent six months in Southern California and had many opportunities to speak before large gatherings of California librarians. Some of the topics of the talks were "The Younger Brother Comes of Age," "Indo-American Library Cooperation," "Library an Ideal Place for Marriage," etc. The preparation for these talks involved studying in greater details India's position in the international library field. This study brought before him a new vista of knowledge. The response which he received from his audience and the ensuing discussions confirmed his belief that if he could undertake a study of the "Library movement in India" it would be a useful contribution to world librarianship.

The author's sojourn in the United States as a Fulbright Research Scholar proved to be one of the most wonderful experiences in his life. He worked in three major libraries in the United States of America--the
Library of Congress, the New York Public Library and the Library of the University of California at Los Angeles. In India the United States is respectfully regarded as the "Land of Libraries." There has been some significant library cooperation and exchange between India and the United States during the past forty years.

The Indian library profession believes that Dr. S. R. Ranganathan is the Father of the Library Movement in India. He occupies the most prominent position in India's library field. He has contributed more than any other single Indian librarian in raising India's prestige in international library sphere. He made India library-conscious. He may be regarded as one of the greatest librarians the world has ever seen. The author realized that it would be a service to the cause of Indian librarianship if he could bring out Ranganathan's contribution in proper relief.

These are the circumstances which compelled the author to undertake this study. He had realized that it is high time that a study presenting a true picture of Indian libraries and librarianship is undertaken in order that the prevailing misconceptions might be eradicated and the truth brought to light. The author was encouraged by many friends. He recognizes, as much as anyone else, that libraries in the modern sense of the term, are just emerging in India. Yet it is true that India is rich in some kinds of libraries, e.g., the university library. India's contribution to the science of librarianship has been singular. Moreover, many developments have taken place in the field of Indian libraries and librarianship during the past thirty years or so which deserve to be investigated and brought before the world. Hence the attempt.
The Nature of the Study

What is the Library?

The present study is founded on the basic principle that the library is a social institution charged with the responsibility to serve its patrons with books and kindred material so well that they become its regular customers. The trinity of books, readers and staff collectively constitute the library. A library exists only at the moment a book is introduced to a purposeful reader by a helpful librarian.

What is the Library Movement?

Webster's International Dictionary defines the word "movement" as meaning "a connected and long-continued series of acts and events leading toward some more or less definite end." Answering the question "What is library movement?" A. C. Woolner spoke more than twenty years ago:

The library movement.... demands more libraries and better libraries all over the country, not only to meet the existing demands of people who can read, but also to increase that demand and foster the reading habit. 1

The search for an answer to the question whether there has been a library movement in India deserving the appellation and justifiable in terms of the above definitions, has been one of the objects of the present study. That great Indian poets, educators, scholars, patriots and librarians felt the urge to propagate the library movement in India more than three decades ago is evidenced by the first publication of the Madras Library Association, an association which probably has done more than any other single library association in India to promote the cause of the library movement in the country. Library literature of India is full of evidences proving that the library movement has been engaging the attention of nationalist workers for a long time. The full significance of the phrase "Library Movement" in the title of the present work 3. However, is brought out in the "Conspectus" presented below.

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3. The original title was: "Some Aspects of the Library Movement in India."
The Scope of the Study

The study is not confined to a particular type of library, but its scope is wide enough to include all kinds of libraries. In no wise is it implied that the present work is exhaustive even in respect to one kind of library; rather, it is selective. The only criterion for including a particular kind of library was the availability of material relating to it. Nor does the study attempt to cover all the aspects of libraries and librarianship in India. This is declared in the title itself. Here again there is selectivity, a natural result of the availability or non-availability of adequate source material relative to a particular aspect or phase.

The study covers the entire geographical area known as India until August 14, 1947. The geographical entity "India" is to be interpreted in the context of the chronology or time. For example, if it occurs in a context where the time is before 1947, it is to be understood as covering the whole of what is now called Indo-Pakistan Sub-Continent. No effort is made to cover the area now known as Pakistan after its creation, that is, its separation from India. In passing it may be remarked that a study dealing with libraries in Pakistan is recently reported.

Conspectus

Chapter I, "Library Background," presents a few highlights of the nature and condition of libraries and librarianship in India from the earliest times down to the end of the first quarter of the present century. It is difficult to understand the present without having at least a glimpse of the past. Hence an attempt is made to present the library background of India through 1925, though in a very brief form.

Chapter II, "Library Development", begins the main theme and shows how libraries and librarianship have developed in India during the past three decades. The first section of this chapter is entitled, "Library Evolution". It investigates how libraries have evolved in India during the period under investigation. The term "evolution" has been chosen to indicate the fact that, barring a few exceptions, the growth of libraries in India has been unplanned, the libraries having been developed through what is called the laissez faire method. As defined by Webster's International Dictionary, the term "evolution" means, "a manifestation of related events or ideas in an orderly succession, as in the process of growth; development similar to the growth of living things; origination by development, as opposed to creation". This chapter discusses the nature, scope and function of some of the most important libraries, library associations, library promotion activities and library profession in India during the past three decades. It also brings out India's contribution to world librarianship as well as India's indebtedness to the world for her library

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1 Abdul Moid, "Library Services in Pakistan; Present Conditions and Possibilities of Further Expansion," (Paper submitted as Special Research for Course 392 to the University of Michigan, Department of Library Science, 1955) (Microfilmed). 74 p.
development.

Chapter III, "Library Education", presents the origin, growth and development of the education for librarianship in India and shows its present conditions. It investigates the professional education of librarians in India in some of its facets.

Chapter IV, "Library Legislation," deals with the efforts made towards the enactment of library laws in the country. It was only in the year 1948 that the first library law in India was enacted in the Province of Madras, but all through the long period under review, that is, during the past three decades, library workers in India had been trying to get library laws enacted. But due to the political and historical reasons not much could be achieved. Hence the history of library legislation in India naturally turns out to be the history of the struggle towards the goal, rather than its attainment.

Chapter V, "Library Demonstration," is devoted to one Library, the Delhi Public Library, because it was a demonstration project. It has demonstrated many facts about the readers and books in India. It has proved that there is a tremendous demand for books and libraries in India. It has also shown that India faces a serious problem of providing books in the Indian languages--books which are adequate both in quality and quantity--a problem seldom faced by countries such as Great Britain and the United States.

Chapter VI presents the summary and conclusions.
CHAPTER I

THE BACKGROUND OF LIBRARIES IN INDIA

Ancient India

The "Living" Libraries

Libraries in India are as ancient as her recorded civilization itself; and the latter is not less than five thousand years old. However, in the very early period, Indian libraries were quite different from those in other ancient countries. There are in India—even today—some scholars who can recite letter by letter the sacred texts, comprising many volumes and consisting of millions of words. These scholars are called "Ghanapathis." Such learned pandits of ancient India were themselves libraries as well as librarians. Radhakrishnan says:

In the old days the chief teachers of India were themselves the librarians and they were held in the highest esteem. Students from all parts used to approach them for help and guidance. They were the custodians not only of the manuscripts but of their contents. Many of them were living cyclopedias.

Newton Mohun Dutt, presided over the Third All-Bengal Library Conference, held in Calcutta on November 18, 1931. His presidential address was headed "History of Indian Libraries from the Earliest Times to the Present Day." He began his address as follows:

The subject which I have selected ... is the history of ancient and modern Indian libraries ... I would commend the topic to any university student who is seeking a suitable subject for his doctoral dissertation.

With reference to the history of ancient Indian libraries, he says:

If we look back to the distant past, we are tempted to think that there were no libraries in ancient India. This is indeed strange in a land where learning was at all times highly regarded, and where the official custodians of knowledge held the premier place amongst its numerous castes.

Dutt says that the pandits of ancient India were themselves "mobile libraries," and refers to one another term—"memory libraries"—applied by E. C. Richardson, the well-known historian of ancient libraries of the West, to such modes of preservation. Historians

3 ibid
have recorded that in the famous University of Takshashila (near Rawalpindi, now in Pakistan) the whole epic of the Mahabharata was recited. The bards of ancient India were virtually living libraries, who collected, preserved and disseminated the history, tradition and culture of the ancient Indian people.

Supremacy of the Spoken World

The cultural heritage of ancient India was preserved not in ephemeral, physical receptacles like books, but was conserved in the minds of the learned. Knowledge was communicated through the spoken word, rather than the written word. The student acquired learning through hearing rather than reading. Hence even today one who is bahushruta (having heard a great deal) is not regarded inferior to one who has acquired his knowledge by reading and writing.

Mass Education

India still continues an old tradition of group meetings or assemblies, where a learned pandit, well-versed in ancient Indian history and culture, religion and philosophy, narrates to a large audience stories, legends and mythological episodes, which are full of morals and teachings, and gives recitations, sometimes accompanied with fine music, of the Puranas. This habit is inherent in the nature and spirit of the Indians. This is true not only in sacred cities like Banaras, where religious people customarily teach and preach, but even in cities like Delhi, where people are very busy taking care of themselves. Gardner, for example, found people reading books to the members of their group or family. He says at the end of his Enquiry, "One wonders also if there are many countries in the world where one user of a library in ten still reads aloud to his family."

The Transition

It is difficult to determine the exact date in the history of ancient India when living libraries, that is, libraries as the memory of the learned, where supplemented by those which contained physical books and which were, so to say, the externalized memory. In other words, just when the supremacy (or exclusiveness) of the spoken word ended and the written word was accepted as a supplementary means for the preservation and dissemination of knowledge is difficult to determine.

Conventional Libraries

Ancient Indians did not like the idea of putting down the "immortal" words on ephemeral materials. This unwillingness of the Vedic seers was shared by Buddhist and Jain religious teachers in the beginning. But a time came in the history of ancient India when the custodians and disseminators of knowledge thought it desirable--nay, even unavoidable, to make physical books by putting to writing what they had inherited by word of mouth, the oral tradition.

Book Production

A great movement seems to have started in a very early period of Indian history to get books written and to establish libraries. To have texts copied and to give them as gifts came to be regarded as an act of virtue.

and piety. Princes as well as the wealthy "were enjoined to get manuscripts multiplied, and the fact that this duty was well recognized is commemorated by an inscription dated 565 A.D. of the Valabhi Princes of Western India." According to Aiyyangar, "the copying of the sacred scriptures was itself a holy act, and the multiplication of copies and their distribution among the libraries came to be regarded as an act of great merit."

Writing Material

Once the movement to make books started, there was no limit to their number and forms. Ancient Indians used all kinds of writing material: palm-leaf, birch-bark, tender inner bark of trees, cloth, leather, stone, metal—every conceivable material which could take ink or be subjected to carving or inscribing or engraving. But most of the material used was perishable.

Nevertheless, even these perishable materials can be traced back at least 2,000 years. The earliest datable manuscript on palm-leaf is a fragmentary drama and can be assigned to the first century A.D.; and the earliest manuscript on Bhurja patra, or birch-bark, is of the Dhammapada in Kharoshthi script and belongs to the same period.

Nature

The libraries in ancient India were called Sarasvatibhandagaras—treasure houses of the Goddess of Learning—or Bharati-Bhandagaras, Bharati being a synonym of Sarasvati. They were also termed "Sarasvati Bhandaras." These libraries were attached to temples, monasteries, educational institutions, palaces and even to private houses of the rich. For example, the great poet Bana is said to have possessed a considerable private library of his own and to have employed a special reader about 2 K. M. Munshi, "Address Delivered in While ?p Opening the 'Book in India' Exhibition on April 3, 1942, Held in Connection with the Fifth Session of the All-India Library Conference," Library Bulletin 620 A.D.

Visitors from Abroad

India attracted numerous travelers and seeker of knowledge from many foreign countries, especially from China. One of the aims of their arduous journey to and through India was to collect the manuscripts. According to Aiyyangar, the "various Chinese travelers, beginning with Fe-Hien at the end of the fourth century and ending with I-Tsing at the end of the seventh, carried not merely books, but perhaps actual libraries with them."

Monastic Libraries

Mookerji mentions the names of some monasteries which were quite famous for their libraries in the seventh century A.D. and where Hiuen Tsang spent long periods studying and getting manuscripts copied to his heart's content. For example, "in Kashmir the king appointed Bhadanta (a Buddhist teacher) with his disciples to minister to the needs of the pilgrim and twenty clerks to copy out the manuscripts he wanted from the

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1 Newton Mohun Dutt, op. cit., p. 70.
6 S. Krishnaswami Aiyyangar, op. cit., 65.
Palace Library. This shows the generosity of the king as well as the value, volume, and variety of the literary treasures his library possessed. Hiuen Tsang spent two years just in Kashmir. It is not clear whether twenty clerks were engaged in copying the manuscripts for the entire period. It is said, however, that when he returned home, he carried away with him 657 sacred texts loaded on twenty horses. When Hiuen Tsang visited Valabhipura (the city of Valabhi in Saurashtra) in circa 640 A.D., he found it prosperous in power, wealth and culture. The Monastery at Valabhi was enriched with a library "which was considered deserving of a royal grant for the express provision of purchasing books (Saddharmasya pustakopacayartham) in the Grant of Guhasena I of A.D. 559."

An authentic, vivid and detailed description of a library in Buddhist India is bequeathed to posterity by Tibetan scholars, who had close relations with their peers and superiors in India. This library was that of the University of Nalanda in Bihar, where I-tsing stayed for the purpose of studying and doing research as well as the search for manuscript from 675 to 685 A.D. He was able to collect for taking home 400 Sanskrit texts, amounting to 500,000 slokas (a metrical measured denoting 32 syllables; and hence a total of 16,000,000 syllables). It is evident that the University of Nalanda possessed a very large library. Tibetan sources inform us that the library was located in a special area called Dharmaganja (a market-place for knowledge; a place where one could acquire knowledge without any obstacles). The library consisted of three buildings, called Ratnasagara (ocean of literary jewels), Ratnodadhi (sea of literary jewels) and Ratnaranjaka (Beautifier of literary jewels). Ratnasagara seems to have been the main library, a nine-storied building, specializing in the collection of rare sacred works.

Maintenance

There were some patrons of learning in ancient India who were not satisfied merely with establishing educational institutions; they regarded it as a duty to see that the institutions had their own libraries--the fountain-heads of knowledge. Not only did they establish libraries but they also made adequate provision for their maintenance. One of the primary means for the successful operation of libraries was, and still is, the provision of books. Therefore, in their grant deeds they provided specifically that part of the grant was used for copying books for the University library (Dharmaratnasya lekhanartham).

Balaputradeva, a King of Java and Sumatra, was very much attracted by the fame of the University of Nalanda. He built a monastery there, and induced his friend and ally, King Devapala of Bengal, to grant five villages for the upkeep of his monastery. Part of this endowment was reserved for the purpose of copying books for the University library (Dharmaratnasya lekhanartham).

The Pauskara Samhita, an ancient Sanskrit work, describes the organization and administration of an ancient Indian library. It says that the library was "housed in a fine stone

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1 Radha Kumud Mookerji, op. cit., p. 526.
2 Mookerji, op. cit., p. 586.
3 Ibid p. 574.
building, where the manuscripts, carefully covered with cloth and tied with string, were stored in iron cupboards. The library was in charge of a librarian, who was expected to be able to impart a knowledge of sciences to the scholars, all of whom had to live a celibate life.1

In conclusion, it can be stated that India has had a long tradition of fine libraries extending back to time immemorial. However, the nature, content and scope of such libraries was different from what is found today.

**Medieval India**

This tradition of fine libraries was continued in many respects undisturbed during the medieval period in India's history. There is an evidence to show that the Indian society of that age not only accepted the principle that an educational institution must have a suitable library, but it also insisted that the status of the librarian, say, of a higher educational institution, should be at least equal to, if not higher than that of the professors of various subject areas. This evidence is provided not by a literary work or travelogue, but by an inscription discovered at a place called Nagai, a mile and a half to the south of the Chitpur railway station in the former Hyderabad State. The name of Nagavavi (Naga's well) and General Madhusudana will ever hold a prominent position in the annals of the library history of India, because Madhusudana founded a university at the place and made suitable provision for its maintenance in proper manner.

The inscription2 found in the sixty-pillared temple, with the ÚIndianþ date corresponding to December 24, 1058 A.D., gives an account of the public institutions established by Madhusudana. One of the institutions was a residential college for more than two hundred and fifty two students. There were six librarians (Sarasvatibhandarikas). It is remarkable that for a student body of only 252, as many as six librarians were regarded essential. This shows how much importance was attached to the function of librarians in those early days. The same inscription further tells us that Madhusudana treated the professors and librarians almost alike in fixing their salaries. This example of a medieval library indicates the status and role of libraries at the time.

**Muslim India**

There is an unbroken succession of patrons of learning and libraries during the long period of Mughul rule in India. Babur, Humayun, Akbar, Jahangir, Nur Jahan, Shah Jahan, Aurangzeb—all were lovers of books and promoters of libraries. Their personalities differed in so many ways, but in one quality they were invariably alike and rich, and that quality was the promotion of knowledge. Space does not permit a discussion of this era of prosperity and progress in any detail, but an interested reader may get much useful information from the thoughtful research paper of Dharma Bhanu, wherein the author quotes many authorities, both early and

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modern.

This is how Dharma Bhanu begins his description of the Imperial and Royal Libraries in Mughul India:

The Mughal emperors who followed the Sultans of Delhi were all well-read and accomplished, educated and highly cultured men. They possessed literary taste and were also great patrons of learning. They were real lovers of art and literature. They maintained a separate library in a portion of their residences and sometimes also public buildings for keeping their best choice books. It was their practice to support great public libraries, as also to maintain their personal ones.

These libraries were great, properly organized and well administered. They were entrusted to the care of learned officials of a separate department of libraries. The buildings were spacious, airy and lighted. Books were kept classified and displayed. All precautions were taken to preserve books and all efforts were made to serve them well.

India's rich tradition of libraries was attested by Maulana Abul Kalam Azad, the Union Education Minister, while inaugurating the Delhi Seminar on Public Libraries in Asia. This is what he said:

It is not that India lacked libraries in the past. There is the tradition of the magnificent libraries built up in the Buddhist universities and universities of old. During the middle ages, the Sultans and later the Mughal emperors were also great lovers of books. In fact during the Mughal times it was the fashion for every nobleman to build up his own library. One was in fact not regarded as an aristocrat unless he had a library of his own.

**British India**

Libraries under the East India Company

Little information is available on the nature, scope and function of libraries in India under the British East India Company. While there were some libraries, a few of which quite valuable too, there were no public libraries.

Early records show that Benjamin Adams, the Chaplain of the Bay, arrived in Calcutta on June 16, 1700. He added some books to the already existing library. The Society for Promoting Christian Knowledge sent out in 1709 a circulating library to Calcutta, which is believed to be the first of its kind in India.

There were many other libraries in the British settlements. But unlike, say, the settlers in the American and some other colonies, none of the British stayed permanently in India. It was never their policy to make India their home. They themselves declared that they would always remain

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3 Narendra Nath Law, Promotion of learning in India by Early European Settlers (up to about 1800 A.D.) (London, Longmans, Green and Co., 1915), p. 94.
foreigners. Taraknath Das, the well-known historian of India, begins his monumental work, *India in World Politics*, with the following words:

"Cobden, addressing the British House of Commons on June 27, 1853, said: 'The English race can never become indigenous to India; we must govern it, if we govern it at all, by means of succession of transient visits.'"

The India Office Library

In spite of the fact that the Imperial Library at Calcutta was named in 1948 as the "National Library" by a special legislation, the India Office Library in London still contains a larger and more valuable collection of Indian books than any other library in the world. Established by the Directors of the East India Company more than 168 years ago, it is today "the oldest and also the largest, specialist Oriental library in existence," and with a complement of some 20,000 manuscripts and 230,000 printed books (as early as 1938) it constitutes a magnificent reference library invaluable to all who are interested in India and the East.

While the colonial Government of India thought it desirable for the cause of learning in England to make arrangements to deposit two copies of each Indian publication in England, it did not confer the same privilege on any library in India. The result is that today there is not even a single library in India which could approximate, even to a lesser degree, the rich collections of Indiana possessed by the India Office Library. The Library Development Committee, formed by the Government of Bombay in 1939, said in its Report that "whereas all Indian books are available in the British Museum and the India Office, there is not a single place in India where all the books published in India can be found."

Great Oriental scholars have held the chair of Librarian at the India Office Library. Whatever may be the motive of the creators of that library, it has preserved for posterity a great number of literary treasures which are always available to scholars from all over the world.

The Calcutta Public Library

The Calcutta Public Library, inaugurated by some library enthusiasts in August 1835, was one of the earliest public libraries in India. It was a "proprietory" library, the type which preceded the true public libraries in England and America, but not in India. Some far-sighted citizens of Calcutta gathered together at a meeting in the Town Hall and resolved to form a public library in the city. The Library was opened to the public on 8 March 1836. A large collection of books was transferred from the College of Fort William and many books were donated by the rich of the city. Those who initiated the project also made financial contributions and became its "proprietors."

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3 ibid, p. 17.
Dwarkanath Tagore was one of them and Pyari Chand Mitra served as the first librarian. The rules stipulated that the public could consult books in the Library, but the privilege of borrowing books was reserved for the proprietors only.

The Library was originally located on the ground floor of the residence of Dr. F. P. Strong, who kindly provided this service free of charge. But the library enthusiasts wanted to give the library a magnificent building of its own. The public came forward again, and through the funds collected by subscription, erected a fine building, which was named Metcalfe Hall, to perpetuate the memory of Governor Metcalfe. The building was completed in July 1841 and the Library was installed on the upper floor. In about seven years the total book stock of the library rose to 20,000 volumes.

It may be possible for the public to raise private funds and establish libraries, but it is very difficult to maintain them without continuous financial support from the public exchequer. As pointed out by Sinha, "it is one thing to raise an ornamental and substantial building and quite another to maintain a public utility like a library which requires recurring expenditure and unremitting care." Not many people in India realize this truth. Although the Library was created by generous subscriptions and donations, it did not have a regular source of income. The result was that it deteriorated day by day. In 1871 the well-wishers of the library had it registered under the Societies Registration Act of 1860. But this did not increase the income in any way. They begged of every quarter for financial support, but their requests fell on deaf ears. The supporters of the cause of the library movement in India did their best to keep the institution alive, but all their efforts proved fruitless.

Library Development and the Government

In 1880 the library made an appeal to the Government for financial assistance, but it was refused on the ground that the Library was mismanaged and that there was no governmental control. It seems that the public of Calcutta were not willing to give up their institution to the Government and the Government was not willing to help them until it had the institution under its own control.

The proprietors of the Calcutta Public Library did not rest. They appealed to the Calcutta Corporation, but it was useless. Sinha says:

The Calcutta Corporation in 1885 refused assistance on a sillier ground: "As the population which uses free public libraries in Europe is at present scarcely existent in India, the Corporation will be hardly justified in supporting a free library which will be used almost exclusively by wealthier members of the community."

The Imperial Library

Lord Curzon, who came to India as the Governor-General in 1898, tried to improve the Library and as a result of his efforts it was purchased by the Government. Although the library was a public property, legally it was vested in a trustee and fifty-seven persons who were called "proprietors." The proprietors were each given a sum of Rs.500/- by the Government and the library was sold to the Government on the 20th of December 1900. Since then it had been functioning as the Imperial Library of India until it was named the National Library by the Government of India in 1948.
Baroda State

The development of libraries in Baroda State is a testimony to the time-worn proverb, "Where there is a will there is a way." Baroda developed a fine library system more than forty years ago—a system which compared well with that of any other progressive area in the world.

The credit for developing this wonderful library system and for raising the status of Baroda in the library world goes to its enlightened ruler, His Highness the Maharaja Sayajirao III, Gaekwar of Baroda. His contribution stands out in proper relief when one realizes that his Government came forward to promote a free public library service at a time when many other governments in India, including the Central Government, were not quite sympathetic toward the development of libraries and librarianship. He encouraged libraries in spite of the fact that many others discouraged them.

Maharaja Sayajirao had a firm conviction that human life without education is inhuman and that formal education without the provision for an efficient library system is a total waste. The library creed of the Maharaja is well stated in his own words:

The people must rise superior to their circumstances and realise that more knowledge is their need, their greatest want. They must be brought up to love books, not simply attractive bindings or pretty pictures, but their contents. They must be taught to regard books as a part of their lives. Libraries will not then appear a mere luxury but a necessity of existence.

This creed was enunciated by the Maharaja in a speech at the Baroda Library Club in 1912.

The Contribution of the United States:
Not a little credit for Baroda's singular achievement goes to the progress already made by the United States in the field of libraries and librarianship. The Maharaja of Baroda visited the United States several times and was quite impressed by what he saw in that country.

In the winter of 1910 Sayajirao was visiting the United States for the second time. Regarding this visit and the influence it might have created on the library enthusiasm of the Maharaja, Kudlkar says:
"To an educational enthusiast and an idealist like His Highness, who had already introduced free and compulsory primary education in his State, the splendid sight of thousands of public libraries in the United States could not but appeal."

The Maharaja decided to invite an expert American librarian to his State. He chose Mr. William Alanson Borden, who was commissioned to inaugurate a new library era in the ancient land of India. Upon his arrival in Baroda, Mr. Borden's first task was to convert the private library of the Maharaja into the Central Public Library of the State of Baroda. Kudlkar says that "this was a very momentous step taken quite at the beginning of the great work, a step which mightily pushed forward the

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cause of the library movement.

Origin of the Central Library: The Laxmi Vilas Palace Library of the Maharaja became the nucleus of the Central Library at Baroda. This was formed in the early 1870's which the Maharaja generously donated to the new Library Department. Needless to say that Sayajirao III was a great lover and reader of books. The library contained a splendid collection of valuable books numbered approximately 20,000, which eventually became the People's Library.

Library Department: A Central Library Department was established in 1911 and was developed into two Divisions, viz
(1) Baroda City and Cantonment, and
(2) The State as a whole. The Central Library was primarily responsible for the work in the capital and consisted of, among other usual offices, the following:
(a) The lending or circulating section;
(b) The reference and cataloguing section;
(c) The reading room;
(d) The children's and ladies' section; and
(e) The Mahila (ladies') branch library.

The other Division of the Department was the Country Branch, and comprised:
(f) The town and village library section;
(9) The traveling library section; and
(h) The visual instruction section.

All this clearly demonstrates that the organization of the Library Department was extensive and that it was able to provide for many types of library services to the people.

Library Development Plan: A comprehensive plan for the establishment and maintenance of a network of libraries throughout the State was chalked out. According to this plan, three smaller central libraries were to be established, one each for the other three prants or divisions of State, the Central Library at Baroda serving also as the central library for the Baroda Prant.

Provision was made to open libraries in each of the other thirty-eight towns of the State, in addition to smaller libraries in the villages. No area was to be left without a library, and no person was to be left without the books. Arrangements were made to provide traveling library service, thus taking the books right to the door of the reader, so that it would not be necessary for him to make a long, arduous journey if his thirst for knowledge could not be quenched without the books. Such was the extensive nature of the library plan developed in India for the first time by an American librarian.

Since the library movement in Baroda was a unique development, it attracted the attention of the learned people and literary circles both in the country and abroad. Naturally a great deal of library literature has evolved out of the experiment carried out in Baroda, depicting the nature, scope and function of its unique library service. However, publications by Kudalkar and Dutt are noteworthy.

The Maharaja received recognition and appreciation for his work in the country as well as abroad. For example, the New York Library Association presented him with an address of appreciation at its twenty-third

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1 Ibid
2 Gardner has testified that Indian readers are willing to undergo any hardship to get their books. See infra, p.216.
annual meeting, held at Lake George, at which American librarians listened
with great interest while Mr. Borden described the account of library
progress in the State of Baroda. The Association "voted to convey to His
Highness the Maharaja of Baroda the high appreciation and cordial
congratulations of the Association on his successful inauguration of the pioneer
movement among the native states of India of a free public library system for
the benefit of the Indian people." The Association also respectfully elected
the Maharaja an honorary member. Space does not permit us to include even a
few of the many other statements of the praise and appreciation made by
well-known people in England and other countries attesting to the magnificent
service rendered by the Maharaja to his people.

"A work well begun is half done," so runs a popular adage. The State
of Baroda has continued to make steady progress ever since the Maharaja
initiated the library movement. Both Kudalkar and Dutt have shown, in their
respective publications, the increasing progress maintained by the state
in the development of libraries. It cannot be said that the maximum had
ever been reached, but undoubtedly Baroda's library development is the
best one can find in the whole of India.

Conclusion

The tradition of libraries and librarianship in India goes back at
least five thousand years. The most ancient libraries in India were her
learned pandits, who were both the custodians and cultivators of hercultural
heritage, in addition to being its disseminators. They could well be termed as
"living libraries," "memory libraries," or "mobile libraries!" The cultural
heritage of ancient India was preserved and conserved and transmitted from
generation to generation through the spoken word, rather than the written word.
The most ancient Indians did not like the idea of the immortal word being
subjected to an ephemeral writing material. Knowledge was acquired by means of
hearing, rather than seeing. One who knew the book by heart was himself the
book.

When the world of learning became too voluminous to be retained and
kept confined within the bounds of the memory of the living learned, and
when it became necessary to carry it to distant lands, the ancient Indians
put to writing what they had been acquiring, preserving and transmitting
through the oral tradition. Necessity must have forced them to abandon
the traditional prejudice against writing. Once the art of writing was
perfected and its usefulness realized, there was no end to the making
of physical books. A great movement for writing books, establishing
libraries and maintaining them was thus initiated. Ancient Indians used
all kinds of writing material. Writing of manuscripts and presenting
them as gifts came to be regarded as a sacred duty of those who could
afford it. Kings and the wealthy in general were enjoined to contribute their
best toward the development of libraries.

Libraries flourished under the patronage of all the major religions of
India--Brahmanism, Jainism and Buddhism. There were great libraries in
educational institutions, palaces, temples and even in private homes of the
wealthy. Scholars from other countries near and far were attracted toward India
on account of her literary heritage preserved in these magnificent libraries.
Throughout the long history of India, Indians have been worshippers of the
Goddess of Learning as well as the Goddess of Wealth. Hindu rulers were second
to none in the world in promoting the cause of libraries and librarianship.
Muslims were equally progressive in the field, and Muslim India was quite rich
in libraries. This rich tradition of Indian libraries continued unabated until
the British took possession of her. Dependent India could not keep pace with

1 Ibid, plate 2.
the progress made by many other independent countries in library matters as also in many other walks of life, during the past two-three hundred years on account of historical and political reasons. With the disintegration of the Mughal Empire in India there had begun a kind of degeneration in her life which ended only with the dawn of independence on 15 August 1947.

CHAPTER II

LIBRARY DEVELOPMENT

Introduction
This chapter reports the development of libraries and librarianship in India during the past three decades. The preceding chapter entitled "Library Background," was merely of an introductory nature and presented some high points in the history of libraries and librarianship in India, since the beginning of the Indian civilization down to the year 1925. The topics to be discussed in the present chapter include "Library Evolution", "Library Creation", "Library Associations," "Library Promotion", and "Library Profession". The chapter will present India's contribution to world librarianship and end with the demonstration and evaluation of India's indebtedness to the world for the development of her libraries and librarianship.

Library Evolution
The term "evolution" means, "a manifestation of related events or ideas in an orderly succession, as in a process of growth; development similar to the growth of a living thing; origination by development, as opposed to creation". This term is quite appropriate.
Barring a few exceptions such as first Baroda and later Bombay, the growth of libraries in India has been unplanned until recent years. The libraries have evolved on a laissez faire basis. The development of libraries in Madras, Andhra, and later in Hyderabad is very recent and was done through library legislation. This will be discussed in chapter IV.

Baroda State
The preceding chapter ended with an account of the origin, growth and development of libraries in Baroda. Since it had to stop with a pre-determined date of 1925, the period after it could not be detailed there. This chapter begins with Baroda. This has an incidental advantage of demonstrating the fact that the development of libraries in Baroda was not a sporadic mushroom outgrowth, but it was a planned library development. It was based on strong and lasting foundations. The growth of libraries in Baroda continued until the State itself was forced to disappear from the political map of India. It provides a unique example scarcely found anywhere in the whole of what is now called the Indo-Pakistan sub-continent. Undoubtedly many other provinces and princely states in India tried library planning and library establishment, but they could not maintain their progress. They were momentary outbursts, which died with the passing of time.

On the other hand, libraries were created in Baroda, all honour to its enlightened ruler, His Highness the Maharaja Sayajirao Gaekwar of Baroda and his commissioned library expert Mr. William A. Borden of the United States of America. The libraries in Baroda were not evolved through laissez faire method, but were established as part of an organized library system.
Reference has already been made to the recognition and honour accorded to His Highness the Maharaja of Baroda by the New York Library Association at its twenty-third annual meeting held at Lake George. No wonder if the services rendered by the Maharaja to the cause of library movement in India were recognized and appreciated at home as well. For example, the All India Public Library Association, Bezwada, conferred upon the Maharaja the title of Sarasvati-samrajya-rama-ramana, (i.e. the Lord of the Empire of the Goddess of Learning) in appreciation of the pioneer work done by him, which influenced many other parts of India. The document conferring this Title bears the date of January 3rd, 1936.

The Maharaja celebrated his diamond jubilee with great festivity in 1935. The Eighth All India Public Library Conference was held at Madras in December 1934. It passed the following resolution:

This conference offers its felicitations to His Highness, the Maharaja Gaekwar of Baroda on his sixty years of successful and beneficent rule, and places on record the valuable services he has done to Indian Public Library Movement by his pioneer efforts and subsequent continued interest.

The seventh session of the All India Library Conference was held at Baroda from January 25 to 28, 1946. Rajamitra Motilal C. Desai was the Chairman of the Reception Committee. Welcoming the delegates to the Conference, Desai said that the traditions of the late Sayajirao were more than maintained by his illustrious successor. The Central Library was the frequent beneficiary of gifts of books from the personal library of His Highness.

Desai brought out the contribution made by Baroda in the field of library development. He outlined the salient features of the library system of Baroda. This is what he said:

By its provision of free library facilities to all the citizens of the State, Baroda enjoys a unique distinction not only among the other states of India but among its provinces also. One may even go further and affirm that with England and the United States of America, Baroda occupies a position of leadership in the extension and efficiency of the library service. The whole state covering an area of over eight thousand square miles is dotted with libraries and reading rooms. Their number exceeds fourteen hundred giving a library to 5-7 square miles of area. In addition to these stationary institutions, there are about four hundred travelling library boxes which make continuous rounds of the whole state.

Space does not permit a detailed discussion or presentation of a complete library picture of Baroda. Undoubtedly the development of

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1 Supra, pp. 20-21.
3 This forms part of the first series of the All-India Library Conferences.
5 This forms part of the second series of the All India Library Conferences.
Libraries in the State was well planned. It had all the good features of an efficient library system. Full freedom was given to the individual libraries in the matter of the organization and administration. Libraries were given free choice to select their own books to satisfy their own clientele. Though the Library Department and the District Local Boards gave as much as two-thirds share of the annual expenses, there was no administrative interference from them in the day to day conduct of these libraries. All this resulted in their being developed as public in all the senses of the term. They were governed by the public, for the public, and they belonged to the public. There was complete identity of purpose between the government and the governed. The Library Association of the State of Baroda and the Library Co-operative Society were helpful in every possible way and served the cause of the library movement in the State quite well.

Libraries in Baroda attached great importance to the work with children. Some Indian librarians today provide service to the children and announce with a loud blow of trumpet that they are providing the service for the first time in the history of India! They forget that the librarians of Baroda had already done this most successfully more than four decades ago. India of forty years ago was still socially backward. Some women wanted separate provision for them. Baroda libraries did not overlook this special need of the women. Hence they provided separate reading rooms and lending facilities to the women folk, thus fulfilling the cause of the second law of library science--Books are for All.

But the second law of library science--Books are for All--cannot function without its forerunner--Education for All. In other words, formal education in the schools must come first, if the informal education in libraries is to succeed at all. There cannot be public libraries without the reading public. The Maharaja of Baroda had realized this truth quite well. He had already provided universal, compulsory, free, primary education in his State. It is a total waste of public money and a complete ruin of the time and energy of the people to provide schools for them, make them literate and then allow them to relapse into illiteracy. The library authorities in Baroda regarded it essential to keep the torch of learning alive in the minds of the people. They considered public libraries as necessary concomitants of public schools.

In the words of Desai¹:

Libraries in Baroda served as spring boards of uplift activities. The library organizers were trained to associate themselves with other uplift activities like cooperation, sanitation and public health. The libraries had been encouraged to be the centres of such activities.

Libraries in the State of Baroda flourished unabated until the present day. However, the Indian princely States disappeared from the political map of India one by one according to the wishes of the people of India. They were merged either with other provinces in India or grouped into collective units. Baroda was merged with Bombay and lost its separate identity. To-day there is no Baroda State, but the work begun by its enlightened ruler more than forty years ago is still living and the people of the region are enjoying the benefits of a free public library service.

¹ Ibid
National Library

It has already been shown how the Calcutta Public Library was purchased by the Government of India through the manipulation of Lord Curzon and turned into the Imperial Library of India. It had been the largest library in the country. After the attainment of independence, the Government of India renamed it and turned it into the "National Library" overnight.

This was merely a change of name, since the library was not vested with any of the functions or responsibilities of a true national library— it had no power to function as the National Central Library. With the disappearance of the Indian Empire in August 1947, the names of all such institutions in India bearing the name of "Empire" were changed. For example, the "Imperial Archives" became the "National Archives."

Makin begins the discussion of India's "National Library" with the following words:

At the head of list (of libraries in India) stands the National Library, now housed in the former Viceregal Palace at Belvedere, Calcutta. Not perhaps a truly "national" library in our sense of the term, nevertheless this library is the largest in India (and enjoys the highest income) and, in spite of opposition from some quarters, has the support of the Central Government, which, although the library is situated in the State of Bengal, provides the major portion of its funds.

According to Ranganathan, the organization of the National Central Library should have the following departments:

1. The Home Section;
2. The National Bureau of Copyright;
3. The National Bureau of International Exchange;
4. The National Library for the Blind;
5. The Contact Libraries Abroad;
6. The National Library for Sea-farers;
7. The National Bureau for Inter-Library Loan;
8. The National Bureau for Bibliography;
9. The National Bureau of Technical Service; and
10. The National Library Secretariat.

The National Library at Calcutta does not perform any of the functions enumerated above the way they are performed by other national libraries of the world, or the way they would be done if the library were a true National Central Library of India.

It is claimed by the National Library authorities that "it has on its shelves almost every important publication about India since its establishment as the Imperial Library." It is to be noted, however, that until May 1954, the Library did not enjoy any copyright privileges. It was only in that month that the Delivery of Books (Public Libraries) Act was passed which conferred upon it the right to receive books and periodicals as copyright

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1 Supra, pp. 16-19.
3 S. R. Ranganathan, Library Development Plan: Thirty-Year Programme for India (Delhi, University of Delhi, 1950), pp. 82-83.
4 India, Ministry of Education, Progress of Education in India, 1947-1952; quinquennial review (Delhi, 1953), pp. 236-238.
deposits. Until that date the Library had to buy almost all the publications it wanted to own, excluding the publications received as gift or on an exchange basis. Nevertheless, according to the official publications of the Government of India themselves, the total number of books in the Library was a little short of one lakh (one hundred thousand) in 1947\(^1\). If the official figures are accepted as true, the figures given in the Directory of Indian Libraries, 1944 must be questioned, because it says that the total stock at the end of the year (1944) was 390,449. It is difficult to decide whether the figures given by the Government of India are correct or those given by the Indian Library Association. If both are accepted as correct, it will have to be assumed that the Imperial Library had 390,449 books in 1944 and its successor, the National Library of India, had only less than one hundred thousand in 1947. But thanks to the authorities of the Library, the total "collections stood at over 700,000 in 1951." However, the Libraries in India, 1951, another publication of the Ministry of Education, Government of India, which is this parent body of the Library, says that during the year 1951 the total stock was 541,259, i.e. 158,741 less than 700,000.

Table No. 1 gives the statement of the total stock of the Library as given by three different sources. This table shows the conflict among the figures given by three different sources, all of which ought to be regarded equally reliable. Under these circumstances, it is difficult to put much reliance upon the statistics given by the Quinquennial Review with reference to the service rendered by the Library. Table No. 2 shows what these authorities say.

National Library at Calcutta still remains the largest and most important library in India. It has many fine collections on its shelves. Table No. 3 presents its special collections.

Among the functions generally performed by a national library may be mentioned the international as well as national interlibrary loan and preparation of bibliographies. The "Indian National Bibliography", still a scheme only of the Government of India, is housed in the National Library, Calcutta.

The above portrait of the Library is drawn from the publications of the Library. However, Ranganathan commented upon this Library in 1948 in the following words\(^2\):

The Imperial Library at Calcutta was intended to have been the Indian National Library....It is an unfulfilled intention. Though it is nearly half a century since that library was established by Lord Curzon, it has not progressed very much towards the de facto fulfilment of that intention. Its book-fund had always been miserably poor. Its annual accession minus the Government publications has always been despicably small. Nor has any adequate attempt been made to invite the citizen of India to use even its meagre resources freely and widely.... Not merely its stock of books, but its buildings too are hardly worthy of being called 'national'. The fact is that we have a national library only as a ritual appendage.

India Office Library

It is very difficult to think of the "National Library" of India and

\(^1\) ibid
\(^2\) S. R. Ranganathan, Preface to Library Science (Delhi, University of Delhi, 1948), p. 39.
not to recall the India Office Library, which, though originated from India, is still located in London. A brief account of its origin and development has already been presented in the present study. Many attempts have been made during the past ten years to bring it back to India but without any success. Unless and until this valuable collection of Indiana housed in the India Office Library is brought back to India—either in original or at least in mechanical reproductions—no library in India could really become the National Library of India.

Types of Libraries

In India today one can find almost all types of libraries, such as the Government, Academic, Business, Special and Public. Here is a further analysis of the types of libraries to be found in India:

I. Government
   (a) Union
   (b) States
   (c) Local Bodies

II. Academic
    (a) University
    (b) College
    (c) School

III. Special
     (a) Research Institutions
     (b) Laboratories
     (c) Societies

IV. Business
    (a) Industrial
    (b) Commercial

V. Public
   (a) Fully tax-supported
   (b) Aided
   (c) Subscription

VI. Others

The Libraries in India, 1951, contains the Table No. 4 detailing the distribution of libraries by management.1

University Libraries:
The table gives seventh place to the university libraries. But if the criteria of judgment are fine spacious independent buildings, total number of volumes in stock, amount of annual income, number of readers served, and value of the services rendered, than the university libraries come out as the strongest and most important elements in the spectrum of Indian libraries. Libraries in India, 1951 lists 26 university libraries, while their number as given in the Indian Library Directory (3rd ed. Delhi, Indian Library Association, 1951) is 27. The total number of university libraries in the beginning of 1957 was more than 31.

Many new universities are coming up, e.g. Banaras Sanskrit, Kurukshetra, Gorakhpur and Vikram (Ujjain). As planned by the planning Commission of India, there will be 38 universities by the end of the second five-year plan period.

1 supra, pp. 14-16.
2 S. R. Ranganathan, Library Development Plan; Thirty-Year Programme for India (Delhi, University of Delhi, 1950), pp. 198-202.
3 Table no. 4.
A question may be raised why the university libraries are comparatively stronger in India. One does not have to go far to seek the answer. It was the declared policy of the British Government of India of early days to cater only to the educational needs of the upper strata of the society, i.e. to provide only for the higher education and leave the education at the lower level to the care of those who were thus educated. Macaulay himself declared: "It is impossible for us, with our limited means, to attempt to educate the body of the people." This was the "Downward Filtration Theory," according to which the education of the chosen few was regarded as the responsibility of the Government and those educated in that way were supposed to look after the education of the masses. It was Macaulay's ambition or goal "to create a class of persons Indian in blood and colour, but English in taste, in opinions, in morals, in intellect." Thus the scope of education provided by the British Government in India was very narrow. It was top heavy. It was designed only for a limited number of people, the mass of the Indian population having been left to take care of itself.

This higher education could have been organized and administered only through the universities. The British Government in India could not have carried its administration without the help of such people, who could be obtained only through such institutions of higher learning.

These are some of the reasons why the university libraries in India are comparatively better. They are more developed than any other type of library. Evidently, the Government of pre-independence days did not care much about the public. Hence public libraries in the modern sense of the term were almost non-existent in India until quite recent years.

Government Libraries:
The college libraries and libraries of the research institutions form part of the academic libraries. Some of these in India are so valuable in many respects that they should be given the next place to the university libraries. However, as a class the Governmental and Departmental Libraries are more important and therefore they are discussed next to the university libraries. There are seventy-seven libraries managed by the Central Government, while the number of libraries managed by the State Government is forty. Some of these collections are libraries in name only. They hardly perform any of the functions of similar libraries in other progressive countries like the United Kingdom or the United States of America. In many cases they are housed in crowded, dark and dingy rooms; their stocks are very poor; the annual accessions, minus the government publications, are almost nil; their authorities have no idea of what the library co-operation means. There is no coordination either in the book selection or in technical services. They have never realized the value of cooperative cataloging or centralized processing. There are no union catalogs. Each library lingers on in its own way, following its own methods and procedures. There are undoubtedly some exceptions, and all honor to those who create order out of chaos, transform lumber rooms into functioning, servicing true libraries.

With reference to these libraries Makin remarks:

Of the Governmental and Departmental libraries many can be

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2 Ibid
3 Makin, op. cit, p. 42.
discounted as being nothing more than reference collections for the
domestic use of the officers employed in the department....Included
are some of the largest and best organized libraries in India although
their stocks may be considered small against the stocks of comparable
libraries in Britain. The reason for these small stocks is the small
amounts of money allocated for their maintenance which adversely
effects their rate of accession--a chronic state of affairs for most
(one might say all) Indian libraries of all types and all sizes.

The root cause of the deplorable conditions of these Government
libraries is that it is only in recent years that the people of the
country secured the right and responsibility to govern themselves. Until quite
modern days, all the planning of the Government of India was done neither in
Calcutta nor in Delhi, but in London. The agents of the Government of India in
this country had nothing to do but to carry out faithfully the policy and
program laid down at India Office in London. They had no power today. They had
no need to think. They did not have any use for books or libraries to perform
the executive functions and discharge their assigned duties. Their libraries
were merely ritual appendages.

**College Libraries**

These form the largest group in the Indian library field,
their total number being more than 700. They are a heterogeneous group,
wherein at least two sub-types may be discerned, viz
(1) libraries attached to colleges giving instruction in a special branch of
knowledge, such as medicine, agriculture, or law, and (2) libraries attached to
general degree colleges. The former group may also be thought of as 'special
libraries', because they serve a special type of material to a special group
of readers. Still they serve the needs of the student body of the parent
institution and their activities are governed by the academic requirements
of the institution of which they are a part.

Barring a few exceptions, these college libraries are worse than any
of the same class found in progressive countries such as Great Britain or
the United States of America. The exceptions are the colleges devoted to
special studies. There are two extremes: some tolerably good, while others
totally useless. And between these two extremes range all the degrees of
development and stagnation. Not a little blame for the pitiable conditions
of these college libraries is to be laid at the door of the outmoded educational
system of India. It is strictly text-bookish and still worships the knowledge
gounded in rote memory. It lays much emphasis on the lecture method. A student
can spend four years in a constituent college of a University studying
successfully, return home with the degree and yet without even once visiting its
library. But the student has to produce a "no dues" certificate from the
University Library (in certain cases) before he is allowed to take the final
examination. He has completed all his studies and is ready to leave the
college. The administration of the college would not issue him the roll number
( a document authorizing him to take the examination) without this "no dues"
certificate.

The student protests: "What is all this nonsense? I have never been to the
University Library! I don't even know where it is located! I have never borrowed
a single book from the Library! Why should I be forced to get "no dues"
certificate?" Still he is forced to get this certificate, without which he will
never be allowed to take the university examinations! So the student goes
to the Library for the first time and the last time and leaves his college
with a sore memory of its "Library".

Having described the pitiable condition of a typical college library
of India, Makin remarks\textsuperscript{1}:

It is everything that modern techniques teach us a library should not be, and yet the governing body cannot, or will not, provide the funds for modern, space-saving shelving and furniture. It is so easy to lose all sense of proportion when considering the libraries in this group, for here we really meet the extremes—it is also easy to run out of adjectives, particularly as the Public libraries remain to be dealt with.

School Libraries  
But the condition of school libraries in India is even worse than the college libraries. It is injustice to the word "Library" to connect it to the word "School". Space does not permit even a brief discussion of the pathetic conditions prevailing in school libraries in India today. The Secondary Education Commission, appointed by the Government of India, has dealt with this problem in some detail in its ReportHere is a short extract from it\textsuperscript{2}:

In a large majority of schools, there are at present no libraries worth the name. The books are usually old, outdated, unsuitable, usually selected without reference to the students' tastes and interests. They are stocked in a few book-shelves, which are housed in an inadequate and unattractive room. The person in charge is often a clerk or an indifferent teacher who does this work on a part-time basis and has neither a love for books nor knowledge of library technique. Naturally, therefore, there is nothing like an imaginative and well-planned library service which could inspire students to read and cultivate in them a sincere love of books. What makes this situation particularly difficult is the fact that most teachers and Headmasters and even the educational administrators and authorities do not realize how unsatisfactory this position is and, therefore, they have no sense of urgency in the matter.

Special Libraries  
This class of libraries is one of the finest, richest and most important in India. It is due to these libraries that India has received an honored place in the intellectual world of today. They have served as great centers of learning and research. Though the total number of these libraries is shown merely as fifty-two, yet their value to the national welfare is immeasurable. All the advances made by India in Biological Sciences, the Humanities and the Social Sciences owe much to these special libraries. They are the kinds India should be proud of.

Business Libraries  
These are just emerging in India with the achievement of independence and a growing consciousness of nationalism. Until recent times, the Indian industries and commercial concerns had a different outlook toward their duties and responsibilities. Many regarded themselves as the agents of their imperial masters. That is the only way they could have functioned. That was the policy of their masters. They had no concern for the nation. Now that outlook is

\textsuperscript{1} Ibid\textsuperscript{,} pp. 53-54.
\textsuperscript{2} India, Secondary Education Commission, ;1952. Report (Delhi, 1953), p. 110.
changing and getting oriented toward the all-round welfare of the nation. They are providing for research through library service. One of the best examples of such libraries is the ATIRA at Ahmedabad.

Public Libraries

There is hardly a large town in India which does not have a public library, but these are as a rule subscription libraries. It was only in the year 1948 that the State of Madras established a landmark in the annals of the library movement in India by enacting the first library law in the country. The origin, growth and development of libraries in Madras under the Act is discussed in Chapter IV.

The Government of Bombay tried an experiment of granting aids to libraries already existing. It did not follow the path of library development universally recognized as the best, i.e. the library legislation. The growth and present condition of libraries in Bombay is presented below. The library development in the Punjab today is yet another example of providing for library service by mere executive action. It is believed also by the Punjab Government that libraries can be created and maintained even without the library legislation. However, the Government reported that some library legislation was contemplated. The story of the Punjab too is presented in a separate section below.

But all these developments belong to the post-independence era. This does not mean that none of the earlier governments helped in the development of public libraries. Some of them certainly did some work. But it was not an organized, deliberate, conscious effort to create a library system; rather it was an evolution of libraries through natural process. Some enthusiastic book-lovers got together and established a library. They made an appeal for aid to the Government or the Local Body. Sometimes it was accepted; many times it was rejected.

According to the Indian Library Directory (1951), Bengal leads India in the number of libraries; the second position belongs to Bombay and the third to Madras. It is worth noticing that the three former British Presidencies--Bengal, Bombay and Madras--are the three pioneer States in India today which have the largest number of libraries, as compared with other States in the country. They have also the first three universities in India and are far more advanced in many respects than most of the States in India.

At the end it may be added that most of the libraries discussed above, except the public libraries, were evolved as part of the parent bodies. They suffered the vicissitudes of the parent bodies, shared their sorrows and pleasures. Most of them were mere ritual appendages and were never created as part of an organized and consciously planned library development scheme.

Library Planning

Bombay

An example of a planned library development under a consciously devised library scheme in British India is provided by Bombay, the neighbouring Province of Baroda. A wave of popular enthusiasm swept over the entire country when the British Government gave India partial self-government under the Government of India Act, 1935. The Indian National Congress came to power and started many nation-building

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1 infra, p. 51-57.
activities for the welfare of the people. It was for the first time in the history of modern India that the true representatives of the people were given the power to govern themselves. But how unreal and flimsy that self-government was! The popular ministries could not tolerate the interference in their day to day administration by the British Government, rather their agents in India. They had to resign and come out of office within a few years.

One of the most useful tasks performed by the Congress Government in Bombay was the appointment of a Library Development Committee in October 1939 to consider and report on the question of the establishment of a Central Provincial Library in the city of Bombay and three Regional Libraries for each of the linguistic centers, viz. Poona, Ahmedabad and Dharwar.

The Committee investigated the matter and submitted its report in 1940. It recommended a scheme for the progressive building up of a library movement which would encourage and keep pace with the spread of education and literacy. The scheme envisaged a net-work of libraries.

According to the Scheme, the Central Library was to be a general library containing all kinds of books, yet it was to be a Reference Library only. The Committee also suggested that it could be left to the management of a private body. Following this suggestion, it was recommended that the Library of the Bombay Branch of the Royal Asiatic Society should form the nucleus of the Central Library.

With regard to the establishment of Regional Libraries, the Committee recommended that the Government should not establish new libraries of its own but that the three existing libraries each at Poona, Dharwar and Ahmedabad should be asked to perform the function of Regional Central Libraries. It was quite appropriate for the Committee to make such recommendation--rather it was the only recommendation that Committee could make in view of the fact that these libraries had to be managed "at the minimum of cost and with the maximum of efficiency."

It is obvious that the recommendation of the Committee could secure the first condition, but it is doubtful whether it could satisfy the second condition as well. Here are some more recommendations of the Committee:

1. Increase in the grant to the Society;
2. A sum to be set aside in the budget every year for providing the building of the Central State Library at Bombay;
3. Gradual development of libraries;
4. General grant to the libraries on certain conditions;
5. Formation of a Central and three Regional Advisory Boards for controlling the library movement; and
6. Encouragement for the formation of Library Association in the Province.

Before this scheme could be implemented, the Congress Ministry had to resign. It was succeeded by another type of government which took no time in undoing whatever good the previous government had done toward the public welfare. The Library Development Scheme met the same fate accorded to many other beneficial plans.

The Report submitted by the Library Development Committee of Bombay was kept in a cold storage until the year 1947, when the Congress Government of the post-independence era decided to implement it. This Report was accepted by the Government as their guide-line for the promotion of the library movement in the State. The scheme was revived. The library movement was given a fresh impetus around 1948. The Post-War Development Scheme of the Government of Bombay aimed at the establishment of a network of libraries in the entire Province. This Scheme was begun.
during the year 1948. A Central Library for the Province was established in Bombay under direct supervision and administration of the Bombay Branch of the Royal Asiatic Society Library. Since there were three linguistic regions in the Province, viz. Maharashtra, Gujarat and Karnatak, three regional libraries were opened at Poona, Ahmedabad and Dharwar. These libraries started to collect all the books printed and published in the Bombay Province.

The Government of Bombay reports great achievements in their Library Development Scheme. So far four copyright libraries have been established at Bombay, Ahmedabad, Poona and Dharwar; public libraries have been established at all district towns except the Dangs; out of a total of 309 talukas, public libraries have been organized at 229 taluka and peta towns; four library associations have been organized corresponding to the four regions of the State; there are about 5,000 village reading rooms and libraries to help the scheme of social education. The Government is providing more aid to the libraries in the State. It is taking more and more interest in the development of libraries, one manifestation of which is the Children's Library established in Bombay. The following two tables demonstrate the progress made by the State of Bombay during the past few years. The first table (i.e. Table No. 5) gives statistics about the books and readers. The second table (i.e. Table no. 6) gives statistics with regard to the expenditure.

The Government of Bombay has been thinking all along that libraries could be created and maintained through mere executive action, there being no need for a legislation. That this theory has proved false is attested by many authorities and is discussed briefly in the present study. Since there was no comprehensive legislation under which an articulated, systematic library network could be established, the Government adopted the Grant-in-Aid System prevalent in the field of formal education, i.e. the schools. There is no room here to discuss the subnormal condition of the aided schools in India, which are as a rule far inferior to those directly administered by the Government. The same situation prevails among the aided libraries. The Government claims to have taken necessary precautions that these aided libraries maintain certain standards, but they will always remain underfed and undernourished, no matter what standards are set. However, it must be admitted that Bombay is far ahead of many other states in India in the domain of library development. One can only hope that sense will dawn upon the authorities and they will enact efficient library law for the development of a lasting, efficient library system.

The Punjab

Another example of library planning and library establishment in recent years is given by the State of Punjab. As in the case of Bombay, the development of libraries in the State is sought to be achieved without a library legislation, all the promotion of libraries being done through executive orders.

The partition of India brought many problems in its wake. People on both sides of the border suffered. The Province of Punjab had to undergo terrible hardships. Most of its cultural institutions like universities, colleges, schools and libraries were located in Lahore, which went to the side of Pakistan. The city of Lahore had had a very rich tradition of libraries. In addition to the fine library of the University of Punjab, Lahore had many fine public libraries, such as the Punjab Public Library, the Dyal

1 infra, pp.; 218-221.
2 This section is based mainly on—Punjab, Public Relations Department, Library Movement in the Punjab U Simla, 1956p. 36p.
Singh Library and the Dwarka Dass Library. All these fine collections of precious books came to the share of Pakistan.

However, there were many small libraries in the area now called East Punjab (India). There were also small sectional (or departmental) libraries maintained by the Government and a few tiny little libraries and reading rooms maintained by local bodies and private institutions. This was the situation in urban areas. As regards the rural areas, there were some libraries and reading rooms maintained by Education, Panchayat, Cooperative and Public Relations Departments and private bodies.

The Government of the Punjab of the post-independence era realized that there was neither coordination nor any rationalization in the then existing libraries, which were very small and sparse; nor they were properly organized. There were some areas which had no library at all. The expenditures on the existing libraries was not put to proper use. There was no standardization with respect to the buildings, furniture, fittings, books or any other component of the libraries.

The new Province of Punjab kept alive the fine tradition of undivided Punjab. Both the people and the Government were quite alive to the necessity of making up the losses suffered because of the partition. It was realized that all the cultural institutions should be revived and that the library should be no exception to it. It took some time before the uprooted families were settled in new surroundings and the immediate problems of food, clothing and shelter were brought under control. As soon as the people and the Government found some respite, they started to give their attention toward the revival of libraries.

At the end of 1950—within three years after partition—the Government of Punjab appointed a Special Committee of Officers to evolve a comprehensive library scheme for the Province in order to provide "adequate reading facilities to all" (emphasis added).

This Committee drew up a library scheme for the State with a view to coordinating and rationalizing the existing facilities and to provide more facilities for the proper working of libraries and reading rooms run by various departments of the Government and local bodies.

One of the first steps taken by the Government to achieve the objectives stated above was to create a Central Library Committee. This Committee tried to coordinate and rationalize the libraries then organized and maintained by the Education, Panchayat, Cooperative and Public Relations Departments and local bodies. It is noteworthy that this Committee included a representative of the Punjab Library Association, in addition to the Development Commissioner of Punjab, Secretary of Local-self-Government, Director of Public Instruction, Director of Panchayats, Registrar of Cooperative Societies, and also the Director of Public Relations.

The Committee made many important decisions with respect to the reorganization of libraries in the State. For example, it was decided

1. that wherever there is a Panchayat with a library of its own, and there are also the libraries and reading rooms run by other organizations, such libraries and reading rooms should be placed under the control of the Panchayats;
2. that the libraries should be generally housed in the
Panchayat Ghars (Houses), or in the absence of such public buildings, in school buildings;
3. that while allotting Community Listening Radio Sets, preference should be given to those Panchayats which are progressive in library development;
4. that grants given by the Government to various departments for maintaining public libraries should be pooled together; and
5. that the Local Self Government Department be asked to examine the budgets of various local bodies in order to suggest means and methods for the development of libraries.

The Central Library Committee also decided the matters pertaining to the building plans for different kinds of libraries, coordination and consolidation of rural libraries, selection of books, furniture, other equipment, and material for decoration and for providing trained personnel for supervision.

Thus it is evident that the Central Library Committee laid a good foundation for the development of libraries in the State. The State was, however, short of an adequate library legislation—the only sure and secure foundation for the real and lasting development of libraries.

District Library Committees
In addition to the Central Library Committee for the entire State of Punjab, the Government also established District Library Committees in each of the Districts of the State. These Committees were directed to work for the development of libraries in their respective areas along the lines shown by the Central Library Committee. Some of the important matters entrusted to these Committees for decision and implementation were
1. pooling and coordinating the existing library resources within the district;
2. developing reading room and library facilities;
3. enlisting public support for raising of funds;
4. drawing up a Five-Year Program for development of libraries and reading rooms in the district; and
5. setting up and maintaining a special fund under the control of the Chairman in order to give financial aid for the development of the scheme; encouraging the raising of suitable buildings, properly furnished and artistically decorated, which can serve as centers in the urban as well as rural areas where the citizens congregate for pleasure and enlightenment.

Following the standards of library buildings developed in progressive countries, the Central Library Committee enlisted the cooperation of expert architects and drew up plans for functional library buildings for all types of libraries. It also made arrangements to get standard furniture constructed, and obtained decorative material which would be both pleasing as well as educating. This decorative material consisted of pictures, replicas of sculptures, models, charts, and posters. It is noteworthy in this connection that the librarian's chair designed under the direction of the Committee has been named by some as the "People's Chair".

An important problem to be tackled for the proper development of libraries was the judicious selection of books. The principles of book selection were observed and books were selected on almost all the desired subjects, keeping in view the demands, both expressed and
potential, of the clientele. The needs of children and women were fully taken into consideration. Publishers were encouraged to supply books at special concessional rates. The lists of approved books were circulated to all libraries in the State. Hindi, Punjabi, Urdu and English—these four languages were represented in the collections and the subjects included biographies, fiction, agriculture, history, horticulture, politics, philosophy, culture, general knowledge and rural development.

Finance
In the absence of a library legislation, no money could be made available through taxation, but the Government provided grants to some departments for the establishment, maintenance and reorganization of libraries. People were encouraged to contribute donations for the development of libraries. Within two or three years of the inauguration of library scheme, the Government spent not less than Rs. 1,63,000 for the purpose.

During the year 1953/54 Government gave the Central Library Committee a sum of Rs. 20,000 in order to disburse it among those local bodies which had shown special interest in the development of libraries in their respective areas. They were also asked to provide in their budgets for the development of libraries. They were requested to raise special funds for the purpose. The Gurgaon District Library Committee deserves a special mention in this respect. It collected Rs. 14,938/- within a short period for the opening, maintenance and development of libraries. It prepared a scheme under which it gave grants of furniture, etc. to those village panchayats which could raise their own initial funds for the purpose of library movement. These grants supplemented their own funds and were given in proportion to the money raised by the village panchayat.

The Central Library Committee organized a cultural festival which yielded a large saving. An amount of Rs. 99,379/10/6 was given out of the savings of this festival for the promotion of libraries. The libraries which were functioning successfully were given furniture and decorative material.

Progress of Library Movement
Considerable progress has been reported in the promotion of library movement in the State. A State Cenrtal Secretariat Library was established at Simla which contained more than 50,000 volumes at the close of the year 1954. The State Central Library Committee also decided to set up a Central Library at Chandigarh—the new capital of the State. It was also proposed to inaugurate an Art Gallery in this Library.

Sufficient advance has been made in the development of urban libraries as well. There are libraries for the children going to school, patients in the hospitals and also for those who are locked in the jails. It is heartening to read what the Government says with reference to these jail libraries:

Attractive Reading Rooms have been set up in the District Jails at Ambala and Gurgaon for the benefit of literate persons. The jails are no longer merely penal institutions, but now function as factories for turning human scrap into useful citizens. Beautiful pictures elevate the human mind. As Roerich said long ago, 'Art should no longer be confined merely to art galleries'. In Punjab at least Roerich's prophecy has been fulfilled and art has invaded the schools, hospitals, police lines and even jails.

Full attention has been given by the Government as well as the people to cater to the needs of the rural population. "Rural libraries
thus form the most important link in the library scheme for the State." The rural libraries are developed as community centres, where the people organize many other cultural activities for the promotion of learning and the consequent betterment of their life.

The report of the Government, which forms the basis of the present section, presents a very hopeful picture of libraries and librarianship in the State of Punjab. The report ends with the following remarks:

It might yet be a long way to realize the dream of having a State library of the type of the world's great libraries or provide a nation-wide grid of libraries like Switzerland. However, there is satisfaction that appreciable headway has been made in the direction of providing reading facilities for all in the State. A significant feature in its development has been the spirit of complete co-operation between the people and the Government.

There is no doubt that if the Library Scheme is pursued systematically and resolutely, a sure foundation for the cultural progress and prosperity of this newly-born State will be laid. The 'little-lights' kindled will, in course of time, enlighten the whole of the State and brighten the lives of the people.

Summary of Progress

It is reported by the Government that since the inauguration of the Library Development Scheme in 1950, in about five years, approximately 1800 libraries and reading rooms had been set up and were functioning efficiently in various parts of the State. The details are as follows:

1. Libraries maintained by Panchayats 1100
2. by Local Bodies 200
3. by Government 100
4. by private institutions 400

Total 1800

A sum of nearly Rs. 4,31,000/- was spent by the various departments of the Government for library purposes up to the close of the financial year 1955-56 and a sum of Rs. 66,000/- was spent during the financial year 1956-57.

In addition to this, a sum of about Rs. 1,21,000/- was collected by District Library Committee on voluntary basis and spent for giving aid for library buildings, furniture and books. Also a sum of about Rs. 60,000/- was utilized out of the savings of the cultural festival, organized by the Chairman of the Committee at Ambala for giving requisite furniture, books, paintings, photographs and pictures, etc. The local bodies of the State had also spent about Rs. 7 lakhs during the years 1951-55.

In total, a sum of nearly Rs. 13,12,000/- had been spent on the movement up to the close of the financial year 1955-56, under the supervision of the Central Library Committee since the inauguration of the scheme.

The examples of Bombay and Punjab are presented above to demonstrate a pattern of library development, being followed by some other States as well. This kind of development is grounded in the

1 ibid pp. 25-26.
theory that the free public libraries can be maintained permanently and effectively even without an adequate library legislation. It overlooks the fact that it may be possible to establish libraries by mere executive action, but it is difficult, if not impossible, to maintain them efficiently for ever\(^1\).

It is good that India possesses certain progressive states such as Madras and Andhra wherein both the library workers and the Government believe that the library legislation is the only sure and secure foundation on which an efficient system of libraries can be permanently erected. This type of library development differs from what is made possible by Bombay and the Punjab. Since this former type is an outcome of library legislation, it is discussed in Chapter IV, Library Legislation.

Library development in India, as succinctly described above, owes a great deal to the Indian library profession. Library associations, library conferences and library exhibitions are some of the manifestations of the living force of the library profession. These are studied in the succeeding pages as preliminaries to the investigation and demonstration of the nature, scope and function of the Indian library Profession.

## Library Associations

A library association is the foundation on which the structure of library movement can be erected. It is the source of incessant energy which can energise all the activities aimed at the provision and maintenance of library service. The American Library Association was established as early as 1876. The Library Association of Great Britain was formed in 1877. The library development of these two countries owes much to the efforts made by their respective library associations.

In India, the library association on an all-India basis, which is still existent, was formed in 1933. That there were some other library association of an all-India character is evidenced by the study of the Indian library literature.

### All India Public Libraries Association

There was an All-India Public Libraries Association with headquarters at Bezwada. It was organized to "promote and organize the spread of the public library movement throughout the whole of India, Burma and Ceylon, including Indian Feudatory States, and create facilities for the acquiring of proficiency in Librarianship."

The Association wanted to achieve these objectives by

a. Organizing periodical conferences of workers at suitable centers.

b. Conducting a periodical dealing with the movement of Public Libraries.

c. Publishing books, pamphlets or articles in newspapers and other periodicals on subjects relating to Public Libraries.

d. Affiliating institutions having objects similar to this institution, or securing affiliation of this institution to other or others having similar objects.

e. Organizing lectures, lantern or cinema shows, for the purpose of spreading knowledge among the public.

f. Publishing healthy literature in the different languages of the country and in English on subjects necessary and useful to the public.
g. Publishing works dealing with the technical side of the movement.
h. Instituting degrees in the proficiency in Librarianship and granting them to suitable persons.
i. Promoting the spread of the proficiency in Librarianship and instituting colleges for the training of Librarians with scientific knowledge of the different subjects connected with the same.
j. To do all such other things as are incidental or conductive to the attainment of the above subjects, and to the furtherance of the Public Library Movement.

The list of the objectives given above enumerates every possible avenue through which the movement for public libraries in India could have been organized and promoted. The pioneer librarians in India had a vision which holds true even today and could be well adopted by modern Indian librarians desirous of promoting the cause of the Library Movement in India.

Indian Library Association

There was an Indian Library Association founded in 1919. It was very active for some years. It arranged annual conferences at various centers. But it did not have continued existence and died due to lack of support. This Indian Library Association preceded the one formed in Calcutta in 1933.

All-India Rural Library Service Association

This was the third association of an all-India character which died on account of lack of support and cooperation. Dr. B.V. Narayanaswamy Naidu (M.A. (Com.), Ph.D., Barrister-at-Law), Professor, Annamalai University was the Joint-Secretary of this Association in 1934.

All these Associations were organized more than a generation ago. They did considerable work for the promotion of the library movement in India. They do not exist today, but they have left behind them a noble legacy ever to be cherished by the succeeding generations of librarians.

The only library association of an All-India character, which was established in 1933, and is still alive, though remaining dormant occasionally, is the Indian Library Association.

Indian Library Association

Origin: The Library Service Section organized as part of the All-Asia Educational Conference held at Banaras in 1930 may be regarded as a landmark in the organization of library profession in India. Early records show that some librarians of India were not satisfied with what the All-India Public Libraries Association was doing during the 1920's; rather they wanted to do what that Association was not doing. They wished to reorganize the Association in early 1930's. Maybe their object was to form an Association which would not be confined to any particular type of library as the All India Public Libraries Association professed to do.

1 Indian Library Journal (Bzwada) occasionally reproduces these objectives.
3 Indian Library Journal 3 (December 1934): 149.
These librarians made an attempt to reorganize the All India Public Libraries Association. They discussed the matter and decided to correspond with the office-holders of the All India Public Libraries Association. The objection of these librarians was that the All India Public Libraries Association mostly included non-professional persons! They wanted to reorganize it on certain specific lines and create a new vigorous organization.

The correspondence did not bear any fruit. These library workers of India realized that there was a real need to form a professional library association. They decided to hold an All India Library Conference at Lahore during the Christmas holidays of 1932, but an outbreak of small-pox epidemic in Lahore did not allow the Conference to be held.

Some further delay was caused by the authorities of the then existing Library Association. Some more correspondence was carried on, but without any satisfaction to those who were in favour of a new Association.

Seeing that time had come that a regularly organized and truly representative body including both professional libraries and those interested in library movement should be formed, about twenty persons representing public, university and college libraries and learned societies joined together to call an All-India Library Conference and establish an Indian Library Association to spread library movement; to encourage running libraries on modern scientific methods; to arrange for training in librarianship; and to improve the status of librarians.

The above statement shows the genesis of the All India Library Association and the basic objectives with which it was formed.

Foundation: A meeting of the Calcutta librarians, library workers, educationists and others was held in the Asiatic Society Hall on Thursday April 20, 1933. A Reception Committee for the Conference was formed and also a Working Committee, which later made arrangements to hold the Conference in Calcutta from 12th to 14th September, 1933.

Mr. R. Leitch Wilson, M.A., I.E.S., Educational Commissioner with the Government of India, opened the Conference. Dr. M. O. Thomas was elected the President. Dr. U. N. Brahmachari was the Chairman of the Reception Committee. Many sessions were held, many problems were considered, many resolutions passed. According to the Report of the Proceedings of the Conference, it was a grand success. One of the most important achievements of this Conference was the foundation of the Indian Library Association.

Balance Sheet: Though this Association was formed in 1933 it has not achieved much during the past 23 years of its existence. It has been merely holding periodic biennial conferences, which number eleven to date. It has been passing through cycles of growth and decay. A new life was fused into it after the Nagpur Conference of 1948. It was very active through the Hyderabad Conference of 1953. But since then it has again gone to sleep! No one knows when it will be revived.

Indian Association of Special Libraries and Information Centres

This All-India association is the youngest association in India. It was formed in Calcutta on September 3, 1955. It held its first conference in April 1956 on the occasion of the 11th session of the All-India Library Conference. It is a "special" library association. It has laudable aims before it. It is too early to assess the value of its work. No information is

1 All-India Library Conference, Proceedings ;1 (1933): 2.
yet available on its activities.

State & Regional Library Associations
There are not less than nineteen State (Provincial) or Regional library associations in India today. They are arranged in chronological order in Table No. 7.

Kaula has enumerated some library associations in his

Indian Library Literature
How incomplete is his list may be understood if it is realized that he does not mention the following library associations:

1. All-Assam Library Association (S)       Golaghat
2. Baroda Library Association (Ex-S)       Baroda
3. Gujrat Pustakalaya Mandal (Library Association) (R-L)                    Ahmedabad
4. Karnataka Granthalaya Sangh (Library Association) (R-L)                    Dharwar
5. Travancore-Cochin Library Association (S) Trivandrum

Madras Library Association
Of all the library associations in India--whether national or State--the Madras Library Association deserves the most honored place. The Fifth All-India library Conference (All-India Public Libraries Conference, First Series) was held at Madras in December, 1927. Mr. K. V. Krishnaswami Ayyar was the chairman of the Reception Committee. The idea of starting the Madras Library Association originated in his mind. The day of 30th January, 1928 shall ever be remembered as one of the most important ones in the annals of the library movement in India, because it was on that auspicious day that the first meeting of the Madras Library Association was held under the Presidency of the Hon'ble Justice V. V. Srinivasa Aiyangar. This Association has done more than any other single organization in India to promote the library movement not only in Madras, not only in India, but throughout the world, if we take the message-- the gospel of librarianship--it has successfully spread all over the world through its classic publications.

In the year 1953, this Association issued a publication entitled Library Science in India which is a concrete manifestation of the successful work the Association has done during the past 25 years or so.

A memorable achievement of this Association and one of the greatest services ever rendered by any library association is its Publication Series in Library Science. It has issued more than 21 publications so far, which are known all over the library world.

It was a result of the incessant efforts of the Madras Library Association carried on all fronts that the State was able to make history in the field of library legislation in India. It is not a sheer accident that the State of Madras is the first State in India to have passed a library law in India.

The Association also prepared and published many booklists in South Indian languages. It organized several series of lectures. It also initiated a Summer School of Library Science, which is now part of the University of Madras and which has had a continued existence for about 25 years. The alumni of this School have earned the name not only in India, but in many other countries abroad.

The Association carried out many other projects successfully. For example, the School Library Service, Rural Library Service, and Hopstial Library Service. The first travelling library service on bullock cart

1 Delhi, Delhi Library Association, ;1956.
was organized by the Madras Library Association at Mannargudi in 1931.

Andhra Desa Library Association

One of the oldest library associations in India, the Andhra Desa Library Association, with headquarters at Bezwada, has made a great contribution toward the development of libraries and librarianship in India. It was established as early as 1914. Enterprising library leaders like G. Harisarvothama Rao and P. Nagabhushanam served the cause of the library movement in India quite well. The Andhras have been true pioneers in the library movement. They show evidences of real foresight in having evolved new ideas for the promotion of library service in the country. They carried on a library pilgrimage. They started travelling library service on the bullock cart. Contemporary documents demonstrate that it was the Andhras again that started the floating library service—the first of its kind not only in Madras, but throughout India. As Ranganathan has put it, the Andhra Desa Library Association "made the library movement a people's movement. It applied methods of mass contact: Boat-library Service, Library Pilgrimage, Library Cycle Procession, Taluk Conference, District Conference, etc., etc."

It is noteworthy that the Association was established as early as 1914, though the State of Andhra did not come into being until 1953. The Andhras have been conscious of their individual entity all along and fighting for their uplift on all fronts.

Library Promotion: Library workers in Andhra have left records for the posterity of the efforts made by them to popularize libraries more than two decades ago. Those who think that the idea of promoting libraries through cultural activities is a recent phenomenon, or that it is a contribution of the West, would do well to look into the back files of the Indian Library Journal. Number 8 of Vol. 3 (November 1935) records the success achieved by the All India Public Libraries Association and the Andhra Desa Library Association in organizing a "Library Week" in order to promote the cause of the library movement in India.

Library Pilgrimage: The Association organized a library Pilgrimage in Tadepalligudem Taluk from 25 February to 16 March 1935. Earlier it had arranged Bhimavaram Taluk Library Pilgrimage, which had proved a great success. The Party of the Library Pilgrimage consisted of six sections: 1) the Advance party, 2) the Bhajana singing party, 3) the Exhibition party, 4) the Gramophone singing party, 5) the Lecturing party, and 6) the Magic Lantern party.

The procedure adopted by the Party to tour a Taluk is described in its Report. The Advance Party first went to the village, announced the arrival of the Pilgrimage Party and prepared the village for their reception. It visited on an average not less than two villages every day. On some days the Party visited three villages and on some even four. The Party started early in the morning on foot from the village visited earlier, and arrived at about 8 a.m. at the new village. After reaching its outskirts the Party went round the village with the Bhajana Singing Party. The villagers came to know that the party had arrived as well as the purpose of their visit.

The Party first inspected the local Library. It reviewed the

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Library’s nature and condition. The next act was to set up an Exhibition displaying pictures of great libraries of India and abroad, of library workers as well as a series of pictures depicting the story of the development of libraries in Baroda State.

The meeting started in the centre of the village and the gramophone played the music. The Lecture Party then addressed the audience on various aspects of the library movement. All this work was preliminary to the "finale" which was the reorganization and uplift of the local library. Steps were taken to see that the local Library was helped in every possible way. The last item on the agenda of the Party was to show the lantern slides, educating and informing the villagers about the problems of sanitation, co-operation and library methods.

**Floating Library Service**

The originator of this novel experiment was P. Nagbhushanam, Secretary, Sevashram Vanee Mandiram (Firka Central Library) at Pedapalem, Guntur District. Describing the origin and development of the Service, Nagabhushanam wrote a Note in Number 9 of Volume 3 of the Indian Library Journal. He used to travel by boat quite frequently from Peddavadlapudi to Pedapalem. There was nothing to keep him busy during those trips and he used to take some books along with him to spend the leisure usefully. Once, while he was journeying by boat, he had with him a book titled VyasaSaangraham, a miscellany of papers published on the 70th birthday of Rao Sahib Mahopadhyaya Gidugu Ramamoorty Pantulu Garu, the well-known writer of modern Telugu.

There were many passengers on the boat, the majority of whom happened to be the women. Nagabhushanam started to read aloud passages to them. This proved really an attractive pastime and was liked very much by the audience.

Suddenly like a flash of lightning the idea of a boat library service dawned on Nagabhushanam’s mind. He discussed the matter with his colleagues and some other library benefactors. The proposal met a ready response. Mrs. Vasireddi Annapurnamma of Chinapalem, who had helped the Ashram on several occasions, promised to donate an almirah (book-case) for shelving the books on the boat. The next problem was to persuade the authorities of the boat. Not only did they give immediate approval for allowing the library to operate on the boat, but also permitted one of the library workers on duty to travel freely by boat. The stallkeeper on the boat was requested to be in-charge of the library and he agreed to do so.

The Service was started on 25 October 1935. The opening ceremony began with the Saraswati Puja (worship of the Goddess of Learning) at the library building at Pedapalem. A procession of books and the almirah was taken through the main street of the village, which terminated at the bank of the canal. A public meeting was held there under the chairmanship of Sjt. S.Ramaswami Choudary Garu, the President of the Guntur District Library Association, who declared, among other things, that the novel method of Boat Library Service the first of its kind not only in Andhra Desa, but maybe in the whole of South India.

**Library Pilgrimage on Cycles:** There was no end to the ingenuity of the Andhras in devising novel means and methods to provide public library service. It is learnt from Mr. V. Gopalakrishniah, Assistant Secretary, Andhra Desa Library Association that the Association organized an Andhra Library Pilgrimage on Cycles. He led a "bicycle touring party to consolidate and rectify and to infuse new life into the existing libraries and to start new libraries wherever possible".

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1 Indian Library Journal 3 (December; 1935), 18-20.
2 Indian Library Journal 4
These are some examples of what the associations like the Andhra Desa performed to promote the cause of the library movement in India. It is not possible to discuss in any details the activities undertaken. The associations deserve approbation for their splendid work, performed under quite adverse circumstances. Whatever advance India has made in library field is largely due to the work of these professional organizations, all of which had praiseworthy aims before them and did whatever they could do with their limited resources. They used to hold periodic conferences and issued library publications. However, it is only in a few states like Madras, Andhra and Hyderabad that they succeeded in getting the library laws enacted. Indian library literature has records also of library exhibitions organized under the auspices of these library associations.

**District Library Associations:** The Indian librarians were also organized under various district library associations. An active district library association was the Hooghly District Library Association, organized in 1925. It sent delegates not only to the library conferences in India, but also abroad. Kumar Munindra Deb Rai Mahasai was the guiding spirit of this Association and the library movement it carried throughout the Province of Bengal.

**LIBRARY PROFESSION**

What is a Profession?

Webster's New International Dictionary defines the profession as "the occupation.. which one devotes himself; a calling in which one professes to have acquired some special knowledge used by way either of instructing, guiding or advising others, or of serving them in some art."

Thus a profession demands devotion to the cause for which it stands. It consists of an organized body of workers who dedicates themselves to a common cause of service to mankind. They put service before self. It is essential for them to master a system of learning, an organized body of knowledge, without which they cannot perform their professional functions. They have to acquire a special technique and skill grounded in some fundamental laws. They can equip themselves for their task only after a prolonged study in an academic institution of higher learning. They use their specialized knowledge in instructing the people, in guiding the people, in advising the people and in serving the people through their activities.

According to the Dictionary of Education by Good, a profession is an "occupation involving relatively long and specialized preparation on the level of higher education and governed by a special code of ethics."

Another source states that the group of professional occupations includes occupations that predominantly require a high degree of mental activity by the worker and are concerned with theoretical or practical aspects of complex fields of human endeavor. Such occupations require for the proper performance of the work either extensive and comprehensive academic study, or experience of such scope and character as to provide an equivalent background, or a

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Is there a Library Profession?

The definitions and criteria of a profession laid down above admit the occupation of librarians as falling within the category of the professions. The librarians do qualify themselves to be called a profession. As long as the library was a store-house of books and the job of a librarian was merely to serve as a custodian of books and to preserve them at any cost, or at the most grudgingly issue them on demand, there was no library profession. But today the concept of libraries and librarianship has been completely revolutionized. As long as the books were meant only for preservation there was no librarianship. But the moment it was accepted that the "Books are for Use", the duties and responsibilities of the librarian became totally transformed. The philosophy of librarianship instrumental in bringing about this transformation in the nature, scope and function of, librarianship may be summarized in the following words.

The New Philosophy of Librarianship

The trinity of books, readers and the librarian collectively constitute the library. The real fulfilment--the ultimate goal--of a book is the reader. The library exists only at the moment a book is introduced by a sympathetic and helpful librarian to a purposeful reader. The book is the bride, the reader is the groom and the librarian is the priest who officiates at the union ceremony and effects the immortal bond between the book and the reader. The ultimate objective--the highest ideal which a librarian can aspire for is to preside over this marriage ceremony.

Modern libraries are not merely repositories of the human knowledge embodied in books. They are the mental-power-stations where the intellectual energies of mankind are stored in such a way that they be made available at a moment's notice. The cultural heritage of a nation may of the entire world, can be deposited and cultivated only through the libraries--the greatest seats of learning.

It is the sacred duty, great responsibility, unusual honor and excellent privilege of the librarian to function not only as the custodian of the recorded human knowledge, but also as its disseminator. The former function is merely the means and not the end, which it is the latter. It is the librarian who enables a nation to perpetuate its culture. It is through the librarian that the library functions as an agency of perpetual, universal, self-education.

As laid down by Bhartrihari, one of the greatest thinkers of ancient India, this entire universe would be instantly engulfed in and would remain enveloped forever in total abysmal darkness of ignorance, were not the mighty effulgence of the WORD there be to illuminate it.

As ordained by Manu, another great Law-Giver of ancient India, a person giving away the entire earth as a gift cannot derive as much virtue as he could derive by bringing knowledge to the door of its seeker and by guiding him in the pursuit of truth.

Books can provide joy (physical), happiness (mental) and bliss (spiritual) to the seeker of knowledge. The librarian is the connecting link between the knowledge and its seeker. The value of the librarian to the society is immeasurable.

The librarian is the living agent to help the library fulfill its goal of providing knowledge to each and every human being. His qualifications do not constitute merely the knowledge of the
library techniques. Even the specialization in a subject field is not sufficient. What makes a librarian true to his calling is a firm faith in the efficacy of books, a deep awareness of the field of knowledge, good familiarity with the methods of investigation, thorough understanding of the wonderful world of books, a real insight into the minds of readers, full grasp of the philosophy of librarianship, real mastery of the library techniques, ability to organize and administer, sympathy with every branch of human knowledge, and last, but not the least, humanitarian spirit to work with the people and a sincere desire to serve them through books.

A true librarian is one who believes that the ultimate destiny of a book is the reader's hands; that each and every living soul has a right of access to the book; that each and every book must get its reader; that the time of the reader is too precious to be wasted; and that he should help in the perpetual growth of the library as an agency of self-education.

This philosophy of librarianship is implicitly followed in advanced Western countries. The libraries in those countries are well established. Their librarians meet the demands of a profession and fulfill the criteria laid down above. By their virtues they have qualified themselves to be called a profession. Undoubtedly they had to struggle very hard to gain this recognition. But the western society has now recognized the value of library service and has given an honored place to its librarians in the national structure. This has been the case with regard to many other professions such as medicine, agriculture, and teaching. The society gives recognition only after it has realized the value of the benefits it can derive from a profession. The more a profession serves the cause of the society, the higher value it gets. In countries such as the United Kingdom or the United States of America the library profession is at par with other professions of longer standing.

Is there an Indian Library Profession?

The answer is certainly in the affirmative. The present study has presented evidences that India possesses a library profession. Many Indian librarians have the same noble qualities possessed by the best of their fellow-professionals abroad. Certainly the library profession in India is very young. The American Library Association was formed in 1876. It has a membership of more than 22,000. The first library school in the United States was established in 1887. On the other hand, the Indian Library Association, the professional organization of Indian librarians which is still alive, was formed only in 1933. Its total membership does not exceed 300. The first library school of continued existence in the country was established only in early 1930's.

Yet the Indian library profession is a vigorous, organized body of sincere workers. It has acquired an honored place among the comity of world librarians through the immortal work of its leader S. R. Ranganathan, whose contribution to the world of librarianship is great.

India's Contribution to World Librarianship

When it is said that "India's Contribution to World Librarianship" is great, it actually means that it is the contribution of S. R. Ranganathan, though he would not take the credit exclusively to himself. It is his firm faith, as of other great teachers, that any science is the creation of not only the teacher,
but an outcome of a combined effort on the part of the teacher as well the taught. A seed can sprout only in the womb of the earth. No science can develop without a team of research workers. India is fortunate enough to have Ranganathan as well as his disciples, not only in India but also abroad, who are able to cultivate the field of library science under his able guidance and direction.

No account of the contemporary library situation in India could be complete without some reference to the work of Dr. Ranganathan, for, apart from his tremendous reputation in India, few librarians are as well known and none can equal his enormous literary output. His books on classification, his own colon scheme, cataloguing, routine, administration and his library development plans must already be known to students of librarianship.

Thus begins a biographical, appreciative and evaluative section on Ranganathan in "The Background to the Problem of Library Provision in India," by John Makin.

This statement is typical of what many other librarians have declared all over the library world. But the British librarians have understood his work more than the librarians of any other country, excepting, perhaps, the United States of America.

Writing under the title, "Our Debt to India," A. J. Wells, the editor of the British National Bibliography, has shown what a great contribution India has made to the world of librarianship. He has enumerated some regions wherein India's contribution is unique, e.g., the Expressive, Analytico-synthetic Scheme of Classification, Chain Procedure for deriving subject headings and the Symbiosis between classification and cataloguing. He concludes:

The British National Bibliography is already looked upon as a new standard in classified catalogues....Indian readers will see from this brief account of the principal features of the British National Bibliography how much is owed to the work of Ranganathan. His theory of classification is at the very heart of Britain's newest undertaking in the field of librarianship. It has revivified a failing classification....We of the British National Bibliography are pleased to acknowledge our debt to India and in particular to Dr. Ranganathan by whose work and inspiring friendship we have progressed to a new conception of the classified catalogue.

India possesses one of the oldest living civilizations in the world. Her contribution to the various fields of human knowledge since time immemorial has been recognized by thinking people everywhere. Her religion and philosophy are inspiring even today many a saint all over the world. Her poets like Rabindra Nath Tagore have secured for her

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1 John Makin, ... an Essay Presented to the British Library Association, (typewritten), p. 72.
an honored place among the comity of enlightened nations. In spite of all this, her contribution in the field of modern sciences has not been very great on account of certain historical and political reasons that need not be discussed here. But the field of library science is an exception, wherein India's contribution is very great.

It is heartening for India that library science is an area in which India has not taken more from the world than she has offered—thus maintaining the standards of a gentleman, because the gentleman is one who does not take more than what he gives.

The Five Laws of Library Science—a major contribution of Ranganathan—are:
(1) Books are for use; (2) Books are for All; or Every reader his or her book; (3) Every book its reader; (4) Save the time of the reader; and (5) Library is a growing organism. These laws are fundamental and can serve as the foundation for all the library work, whether internal or external.

All the library practices derive their origin from these laws and merge into them. There is no library practice which does not form a part of them. All the library routine has to serve them. The moment a library violates any of these laws it ceases to be a true library. Libraries exist to serve these laws. They are the supreme authority governing the entire activity of the library world. These fundamental laws of library science were formulated in India for the first time in the history of library development. They have served as the foundation for almost all the contributions India has made to the field of International librarianship.

If any laboratory could be given credit for the development of library science in India, it is the Madras University Library, and at a later date and advanced state the Delhi University Library. Hardly a branch of library science remained unexplored; hardly an area in the field of librarianship was left uncultivated. Library classification, Library cataloguing, Library administration, Library reference service and Library organization—all received due attention and were given full scope to develop along independent lines, worthy of India's cultural heritage and her ancient traditions.

However, the area of library classification has been developed more than any other area as far as India's contribution goes. It occupies a pre-eminent position in the minds of foreign critics of librarianship. One gets this assurance from visits to foreign countries and a perusal of professional journals. India's contribution to the science of classification consists of the concepts of Phase Analysis, Facet Analysis, Five Fundamental Categories, Zone Analysis, and of the Language of Ordinal Numbers to mechanise the formation and maintenance of more or less helpful order among concepts, specific subjects, and documents. It appears to be full of great potentialities.

That India's contribution to the area of Library Classification is well recognized by the world is borne out by the fact that the International Federation for Documentation has assigned to India the responsibility to develop the General Theory of Library Classification. The International Conference held at Brussels in September 1955, recommended that steps be taken to provide for a Continuing Working Party to support Indian efforts and to arrange for an International Seminar to help further development of the concepts and practices originated in India.

As a sequel to this recommendation an International Study Conference on Classification for Information Retrieval is scheduled to be held in May 1957 in England. Its chief theme will be the technique of Facet Analysis, Phase Analysis and Zone Analysis invented and developed in India by Ranganathan during the last thirty years or so. In the words
of the conveners of the Conference, "this Conference will be a development of all Dr. Ranganathan's work in the last twenty years and it will be a means of spreading interest in his work and appreciation of it."

India's contribution to the area of Library Cataloguing is equally fundamental. The Classified Catalogue Code was published in 1934 as a result of the development of this new form of classified catalogue in the Madras University Library. This bipartite form of the library catalogue was the first of its kind in the library world. The Theory of library catalogue was published by the Madras Library Association as No. 7 of its Publication Series in 1938. It opened up a new vista of knowledge and brought the cataloguing practice from the level of the "Rule of Thumb" to the rationalized and scientific method of cataloguing. One of the most recent products of India's great library genius is The Headings and Canons: a comparative study of five catalogue codes. The work was recognized as highly valuable at the meeting of the Catalogue Committee of the International Federation of Library Associations held at Brussels in September 1955. This work was also instrumental in bringing a resolution at the Conference, asking the International Standards Organization to promote an international standard for the title page and its back (verso), so as to make the cataloguing a standard operation.

The Concepts of Planning, Work Analysis, Job Analysis, Elimination of Waste, and Filing System developed in the Library Administration in 1935, have also proved to be of a fundamental nature. The contribution of India to the science and practice of Reference Service was embodied in Reference Service and Bibliography published in 1940. This book was described as a "Leviathan" by a critic.

India's contribution to the field of Library Organization is equally significant. Its finest form came in the book Library Development Plan published in 1950. It presents draft library bills for the Union as well as Constituent States, which are acclaimed as the most comprehensive ones known so far. A reviewer said that if India could enact such library laws, she would jump ahead of all other countries in the organization of its library system.

The Future: There are auspicious signs which indicate that the future of India's contribution to world librarianship is bright. Never rich in his life, Ranganathan has donated the entire savings of his life time—one hundred thousand rupees—to the University of Madras for the establishment of a full-fledged Institute for Advanced Studies and Research in Library Science. The University has tripled the amount and efforts are being made to collect more funds in order that the Institute may be established on firm foundations. Thus research in library science to continue what Ranganathan has initiated is assured. The Institute will provide facilities for advanced studies and research in library science not only to the sons of the soil, but to any seeker of knowledge coming to India from any part of the world. This Institute may become one of the most important and everlasting contributions of India to the World of Librarianship, through the instrumentality of Ranganathan, who will ever be remembered as the Father of Library Movement in India.

India's Indebtedness to

World Librarianship

1 Obviously, the above writing predates the event.
As already stated, India's contribution to world librarianship originates from one person and is primarily centered around him. It is more of a theoretical nature rather than practical; it is more subtle than obvious; it is more intellectual than physical; it is more abstract than concrete. If Ranganathan's contribution is kept aside or out of the picture, it will have to be admitted that India has borrowed much from the West and has offered little in return. Whatever progress India has made in the establishment and development of her libraries and librarianship is largely due to the help received from Western countries, especially the United Kingdom and the United States of America.

Many Indian librarians who are dominating the Indian library profession today had obtained their library training overseas. Even Ranganathan had gone to England as a student and had derived much benefit by his visits to various British libraries and work there. The teaching conducted in Indian library schools all along has been greatly influenced by Western schools. Indian library schools in many respects have been the western trees transplanted into Indian soil without due consideration to the needs of the Indian libraries or the Indian environment. Almost all the text books used in Indian library schools, prior to the Ranganathan era, bore the imprint of either England or America. This is one kind of help that India has been receiving from abroad and for which she will ever remain indebted to the international librarianship.

But India has also received another kind of help from the West especially from the United States of America. This consists of direct aid in the form of expert personnel and financial assistance. It has already been shown how a great American librarian, William Alanson Borden came to India at the invitation of His Highness the Maharaja Sayajirao Gaekwar of Baroda and developed in that State one of the finest library systems in the world. Another great American librarian, who helped in the development of the Punjab through its University Library more than four decades ago, was Asa Don Dickinson. Many other American librarians and library promoters came to India and helped her in library development.

The Indian librarians have now received an excellent opportunity for the promotion of the library movement. And in this golden era for libraries in India today the contribution of the United States of America is proving to be supreme. Finance as well as expert advice is being showered upon needy and developing Indian libraries. Truly it is said that money begets money. This is quite true in respect to the funds made available for the development of libraries in India, especially of the academic and research libraries. A major portion of this financial help is coming out of the American aid to India.

When a few years ago Ranganathan drafted his epoch-making library development plan and chalked out a thirty-year program, some cynics derided even the small amount he had proposed to be spent during a period of thirty years. Now the government of India has announced that it will spend 1.70 crores of rupees (i.e. Rs. seventeen million) during the Second Five Year Plan alone. The amount suggested by Ranganathan turns out to be quite insignificant when compared with what is proposed by the Government now, though even this may be quite insignificant when India's tremendous needs are fully considered.

Apart from the money provided by the Government of India and the various State Governments, Indian libraries are being helped a great deal by many international agencies, national governments of other countries as well as many philanthropic organizations of the world. Among these, the Unesco and the United States of America occupy a very
prominent position.

One of the most outstanding contributions made by the Unesco toward the library development in India is the Delhi Public Library. Next will come the INSDOC, and recently a Documentation Centre in Social Sciences has been instituted in Calcutta. Unesco has provided many fellowships in library science, enabling Indian librarians and documentalists to go abroad for advanced studies in library science and documentation techniques. It has also arranged for foreign experts to come to India to direct and guide her in library development.

But the United States of America has helped India in so many ways and through so many means that it is very difficult to do full justice and bring out the far reaching implications of its direct as well as indirect support in the short space provided by the present study. Both the government and the philanthropic organizations of the U.S.A. have provided generous help for the promotion of libraries in India. The United States Educational and Information Act of 1948, popularly known as the Fulbright Act and the Smith-Mundt Act are the laws under which the exchange of scholars is arranged. The present writer is one of the many Indian librarians who visited the United States for advanced studies and research in library science. The Rockefeller Foundation is a leading philanthropic organization which has helped to promote the international brotherhood of librarians. It was through this Foundation that Ranganathan and one of his able students visited the United States for six months, which gave Ranganathan an opportunity to impress upon the minds of the American librarians what an outstanding contribution India has made in the field of library science.

But the latest and perhaps the most outstanding agency provided by the U.S. Government for the growth of libraries and librarianship in India is the India Wheat Loan Educational Exchange Program. It was authorized by Public Law 48, 82nd Congress, 1st Session, the "India Emergency Food Act of 1951". By the terms of this Act, the first five million dollars of the interest paid to the United States by India on this $190 million Wheat Loan was to be expended by the U. S. Department of State for an exchange program, which would include persons, books and scientific equipment for research and higher education in the two countries. Negotiations regarding the implementation of the program were begun on 14 June 1951, and the program finally went into operation in 1954. On 12 April 1954, the United States Information Agency was delegated the responsibility for its operation in India and for the procurement of books and equipment in the United States.

The budget for the fiscal year 1954/55, which was the first year of the program, provided $789,270 (i.e. approximately Rs.3,946,350). Out of this amount, $210,000 or Rs.1,050,000 were given to thirty-one Indian institutions of higher learning to buy more than thirty thousand books selected and ordered by the grantee institutions. It is to be emphasized in this connection that the book selection was done entirely by the Faculty of the participating institutions, keeping in view their own requirements and of their students.

In order to help the growth of libraries in the participating institutions along efficient lines, twelve Indian librarians were deputed in the very first year to the United States for observation and study of American libraries and librarianship for a period of five months.

The budget for the fiscal year 1955/56, the second year of the program, provided $502,700 or Rs.2,513,500. Out of this, approximately $315,300 or Rs.1,576,000 were given to thirty-nine educational institutions for the purchase of American books and periodicals. Eleven Indian librarians visited the United States as observers from September 1956 to February 1957.

The budget for the third year, i.e. fiscal year 1956/57 provides:
<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>A. American books for 15 Universities including two Extension Library</td>
<td>225,000</td>
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<tr>
<td>Service Projects</td>
<td></td>
</tr>
<tr>
<td>B. American books for 28 Non-University Institutions</td>
<td>100,000</td>
</tr>
<tr>
<td>C. Indian books for U.S.A.</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>340,000</td>
</tr>
<tr>
<td>or Rs.1,720,000</td>
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Thus it is seen that the American Government has provided, through the Wheat Loan Program alone, a total of ₹1,631,970 or Rs.8,159,850 during the past three years for the development of Indian libraries and librarianship. The Program as it stands today is yet to continue for another two years. It is too early to assess or realize in full all the implications of the enormous healthy impact the provision of American books to Indian libraries will have on the growth of the Indian mind of tomorrow and on the development of friendly relations, goodwill and understanding between the two great democracies in the world.

1 Give the latest statistics—from TULSI or attach a special note as Appendix.
Conclusion

Barring a few exceptions such as Baroda, Bombay and the Punjab, the growth of libraries in India has been largely unplanned. The libraries have evolved through what is called laissez faire method.

The development of libraries in Baroda is still continued. It presents a continuum—an example hardly found anywhere in India until quite recent times. The second Law of Library Science—Books are for All—cannot function without its forerunner—Education for All. Formal education in the schools must precede the informal education in libraries if the former has to succeed and survive. There cannot be public libraries without the reading public.

India possesses almost all types of libraries, deriving their origin from five different sources. They are—Government, Academic, Business, Special and Public. Of these the university libraries are the strongest. This fact owes its origin to the educational policy of the Government of India of colonial times—if at all there was one—which provided education only at the higher level and that too for the chosen few only. Government Departmental libraries could not flourish in India, because the business of the Government of India was carried mainly through the policy and program laid down at the India Office, London.

There are a number of college libraries which occupy a prominent position and have contributed much to the cause of research in India. The same is true with reference to some special libraries. But the majority of college libraries are the least developed. School libraries are the worst. Public libraries in the true sense of the term are just emerging. The case of business libraries is identical.

Bengal leads India in the number of libraries; the second position goes to Bombay; and the third to Madras.

Most of the libraries in India were evolved as part of their parent bodies. Since there is no parent body which could create public libraries except the public, and since the public in India had no power, true public libraries could not develop so far.

An example of a planned library development of public libraries under a consciously devised library scheme in British India is provided by the state of Bombay. Another example is offered by the Punjab. But they are not fully effective. The working of libraries there—or their not working—leads us to conclude that library legislation is the only sure and secure foundation on which a permanent library structure could be founded.

Library development in India owes a great deal to the Indian library profession. Library associations, library conferences and library exhibitions are some of the manifestations of the active life of the library profession. India possesses a library profession, but it is just emerging. It has some honest and sincere workers. The first position among all the Indian librarians will certainly go to S. R. Ranganathan, who has been a guiding spirit of the Indian library movement for more than thirty years. It is on account of his outstanding contributions in the field that India has acquired an honorable position among the librarians and library workers of other countries. Indian libraries and librarianship owe much to the West for their development. The United States of America has proved the greatest friend of India in her library movement.
CHAPTER III

LIBRARY EDUCATION

This chapter aims at a study of the origin and development of library education in India. The present system of Indian education in general has been greatly influenced by that of the United States and Great Britain, the two countries which have provided the pattern also for the development of libraries and librarianship in India. These two countries have influenced the Indian libraries and librarianship a great deal. An insight into the educational patterns of these two countries may enable us to understand Indian conditions better.

Library Education and Public Opinion

Circumstances do not allow Indians to be as much alive to their community organizations as the Americans or the British. This may be due to the fact that the Indians have to solve many other vital problems of food, clothing, and shelter—the primary necessities of life—before they can attack social or cultural problems. But this is not the whole truth. India has become free quite recently. Undoubtedly the progress made by India during the last decade (1947-56) is simply amazing. She is bound to make advances far more rapidly than many other eastern and western countries.

American and British public institutions are constantly making self-analysis to see whether they are discharging their duties satisfactorily and whether they are drawing upon the public exchequer for the real benefit of the public. The library being one such public institution, librarians in many progressive countries are active in finding out the role of their institution in the society and the ways and means by which they can justify their existence and make further advancement.

Bernard Berelson has correctly stated that "of all the problems of librarianship, the educational problem is perhaps the key one." It is no wonder that library educators in the United States and Great Britain have been seriously studying the problem of library education and are constantly trying to improve the education of librarians.

Early Thinkers in India

It has been shown in the present study that in comparison with the western countries, there are no great libraries in India and that there are very few librarians who are real masters in their discipline. Still the Indian librarians have been thinking about the problem of education for librarianship for many years. A perusal of the professional journals in India shows that many Indian librarians have devoted their attention to this problem.

1 Chicago University, Graduate Library School, Library Conference, August 16-21, 1948, Education for Librarianship, Papers Presented Edited by Bernard Berelson (Chicago, American Library Association, 1949), Intro. p. 3.
It should be noted, however, that in many of the earlier writings of Indian librarians there is much rehash of what was already stated by their co-professionals overseas—the British as well as the Americans.

**Earliest Library School in India**

To say that the Madras Library School is the first library school in India is tantamount to saying that the year 1929 preceded the year 1911! The utmost one can do is to state that the Madras School has the honor of having a continued existence. Many a historian of Indian library education forgets this important fact.

It has already been shown that Mr. William Alanson Borden was commissioned by H. H. the Maharaja Sayajirao Gaekwar of Baroda to institute a free public library network in his State. Borden was an expert librarian and had worked with Melvil Dewey as a lecturer at the Library School of Columbia University—the first library school in the world. The later development of libraries in Baroda State fully justified this selection. The Maharaja was much impressed by what he saw of public libraries in the United States and thus the United States was able to contribute towards the library development in India as early as 1906. While in Baroda State, Borden did much valuable work to promote the library movement. He is to be given credit for the inauguration of the first Library Training Class in 1911. This marks the beginning of library education in India.

There was none wiser than the Maharaja in realizing more than forty years ago the fact that the proper training of librarians is one of the prerequisites of proper library development. Before the course was started, real encouragement to join it was given in the form of scholarships and a future promise of employment in the State. Unfortunately there was not enough response from outside Baroda State.

It was almost four years after this successful pioneering venture that the Punjab University brought another library expert from America. He was Asa Don Dickinson, who inaugurated the first library training in British India. He also wrote the *Punjab Library Primer*, a useful work on library organization and administration for Indian librarians.

There is a close resemblance between what was taught in these two early schools in India and what was taught in the American library schools in the second decade of this century. There was much emphasis on routine and practical work, and most of the learning was imparted and acquired through doing. There was little lecturing or class work and everything was learned inside the four walls of the library.

In addition to the attempts for education in librarianship by the Baroda Library Department and the University of the Punjab, some library associations did considerable work in promoting the education of librarians in India. Special mention may be made of the Bengal Library Association in this connection.

**Other Attempts**

The Bengal Library Association: The Bengal Library Association was a leading Library association that organized the

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1 Supra, pp. 20 ff.
3 Dutt, *op. cit.*, p. 45.
education for librarianship in India. In July 1935 a library training class was organized by this Association at the Imperial Library, Calcutta. Khan Bahadur K. M. Asadullah was the Director of teaching. Only university graduates were admitted to this class. But the Association also conducted another training at a lower level for those who were not graduates and who were expected to work in small libraries or to do jobs at a lower level in large libraries.

The Association started the first Summer Training Class in Librarianship for a month from 1st May 1937 at Asutosh College, Bhowanipur. It was organized under the directorship of Dr. Niharanjan Ray, the then Librarian of Calcutta University. Twenty students were enrolled, of whom eighteen came out as successful. Messrs. W. C. Wordsworth, Pramil Chandra Bose, Biswanath Banerjee, Pulim Krishna Chatterjee, Anath Nath Basu, Pandit Amulya Charan Vidyabhushan, Kumar Munindra Deb Rai Mahasai, Tincori Dutta and Bibhas Chandra Roy Choudhury offered their voluntary services and participated in the teaching. It is through such self-less workers in the cause of librarianship that the library movement in India could make some progress during the past three four decades.

The class was well planned and organized. The Annual Report of the Bengal Library Association for the year 1936 reports the undertaking. A meeting of the Executive committee of the Bengal Library Association was held on 6th November 1936. A subcommittee was appointed to prepare a scheme for a short-term course in librarianship for library workers at a lower level. The following persons were nominated as members of the Education Committee.

Khan Bahadur K.M. Asadullah
Mr. Pramil Chandra Bose
Mr. S. Chatterjee
Mr. T. C. Dutta
Mr. Prafulla Nath Mukherjee (Convener)

The efforts of this Committee bore fruit and the course was subsequently initiated.

Hooghly District Library Association: The Hooghly District Library Association organized a Library Workers' Training Camp at the Bansberia Public Library, the headquarters of the Association in June 1934. Kumar Munindra Deb Rai Mahasai and T. C. Dutta, the President and the Honorary Secretary of the Association respectively, led the organization. The camp was in charge of Mr. Pramil Chandra Bose.

It is interesting to have a look at the names of teachers and the subjects they taught at this Library Workers' Training Camp:

1. Kumar Munindra Deb Rai Mahasai, "Library Work with Children"
2. T. C. Dutta, "Library Planning and Library Equipment"
3. S. N. Kumar, "Bibliography"
4. S. N. Ghose, "Library Extension Work and Delivery of Lantern Lectures"
5. O. C. Ganguly, "Beautiful Books"
6. M. N. Rudra, "Modern Science"
7. A. D. Mukherjee, "Modern Literature and Bengali Literature"
8. D. N. Moitra, "Libraries and Social Work in Foreign Lands"

While such great scholars as Ganguly delivered lectures on their specialties, the technical phase of library teaching was entrusted to the care and attention of Mr. P. C. Bose, Honorary Superintendent, who taught principles of library science, classification, cataloguing, library

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administration, library routine, bibliography and general knowledge, school libraries, and publicity work. He was also in charge of three hours' practical work on classification and cataloguing on the Dewey Decimal System and library routine every day.

The Imperial Library
The Imperial Library, Calcutta, opened a Library Training Class in July 1935. It was conducted for six months. There were twenty students from all over India, vizÁ from Calcutta, Bay, Asansol, Pusa (Bihar), Dacca, New Delhi, Dhandari (Ludhiana), Punjab, Ahmedabad, Jubjleapore, Delhi, and Chinsurah. There was a demand for trained librarians even as early as 1935 and the course, held under the auspices of the Imperial Library, was regarded important enough to attract students from all over India. There is evidence to realize that library education has been a subject of constant attention of enlightened Indian librarians, and that there has always been good demand for trained librarians.

Andhra Desa
At the Fifteenth Andhra Desa Library Conference held at Bezwada in 1933, a committee of library experts was formed to frame a course of studies in librarianship. The committee consisted of the following members:

R. Janardanam Naidu
K. Samuel (Mrs.)
K. Ramarao
P. Rajasekharam
I. Venkata Ramanayya

The syllabus was approved the following year at the Sixteenth Andhra Desa Library Conference held at Coconada. Following this approval, a Summer Course in Librarianship in Andhra Desa was organized under the auspices of the Andhra Desa Library Association. Dr. M. O. Thomas, President of the Executive Body of the Association, guided the session. The course lasted four weeks and the following educators delivered the lectures:

K. Ramarao
P. Rajasekharam
D. T. Rao
I. Venkata Ramanayya


Andhra University: Dr. M. O. Thomas, the Librarian of Andhra University, instituted a course in Librarianship in 1935. Successful candidates were awarded diplomas if graduates, and certificates of proficiency if undergraduates. The duration of the course was nine months. The University also instituted a summer course for ten weeks. Sixty persons applied for the summer course from all over India. This shows the demand.

The Punjab
During the early 1930's, the University of the Punjab used to hold library classes from October to March in alternate years, and several

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1 Indian Library Journal, 3 (December;1934): 159-60.
2 IbidÁ p. 89.
3 IbidÁ p. 159.
graduates were trained in each session in library work by the University Librarian. There was no correspondence course anywhere in India at the time.

The Pioneer Library School of Madras

A beginning in library education, which proved real and lasting, however, was made by the Madras Library Association and Madras University. No wonder, then, that the State of Madras was the first in India to have a Library Act on its Statute Book. The school of library science in Madras began a new era. It was here that the Five Laws of Library Science were evolved for the first time in the history of library literature in the world. The credit of raising the "library work," "library routine" or "library economy" in India to the status of "Library Science" may go to this school. India came forward, through this school, from the static stage of the "Rule of the Thumb" to the dynamic age of scientific discipline of library activities. In the fertile land of the University of Madras were cultivated the Canons of Classification and Cataloguing. This school is responsible also for raising the status of India into the intellectual world. It was through this school that the world realized the potency of India in this field. Once again India had shown to the world that she is capable of producing geniuses even today as she has been doing throughout the ages since man began to think!

Standardization: Early Attempts

Training in Librarianship: Indian librarians of a generation ago felt the need of library education as much, if not more, as it is being felt by the present generation of librarians. They tried through their major professional organization, the Indian Library Association, to promote the cause of library education in India.

Emphasizing the need for library training for success in library work, R. M. wrote as early as 1930:

Common people in India have the idea that any man who can read the name of the book and can keep a record of issues can be a librarian. But educated people here think that any man who has had a good university education can work as a librarian. It is no doubt true that a librarian must have a good university education. But it is wrong to say that every man who has had a good university education can run a library without any training in the profession. Librarianship today is as technical as engineering. A man may know half a dozen languages and possess a doctorate and yet he may be as incapable of managing a library as of driving a motor-car. Librarianship is now a science and a prospective librarian in a library school has to undergo proper training in the methods of classification, cataloguing, charging, book selection, organization and in several other courses.

During the 1930's Indian librarians realized that the courses given at that time in various universities were not uniform and were unsatisfactory in many

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1 The Modern Librarian 1 (November 1930): 11.
respects. Hence, the third All-India Library Conference, held at Delhi from the 22nd to the 24th of December 1937, adopted a resolution worded as follows:

Resolved that the Indian Library Association be requested to set up a Committee on which the existing library training centres be represented, to examine the curriculum, etc. of those centres with a view to achieving standardization and uniformity in library training.

The resolution was well drafted; it must have received unanimous approval. But it is one thing to pass a resolution and quite another to see that it is implemented. The main obstacle was the unavailability of finance. Three centers were conducting regular classes in library work at that time, viz (1) the University of Madras, (2) Punjab University, and (3) the Imperial Library, Calcutta. All agreed that the work should be done, but the authorities of the Universities of the Punjab and Madras were willing to allow their representatives to attend the meeting only if they bore the expenses themselves. It seems from the Report that the Imperial Library wanted the representatives of the other two centers to come to Calcutta. Hence, the proposal was wrecked at the rock of finance. This incident is narrated just to show the nature of the desires of the Indian librarians and the paucity of the means at their command, which made it impossible for them to achieve the desired ends.

It is needless to say that the Association did not leave the matter there. It was brought again before the Patna session in 1940. A committee of experts, consisting of P. M. Joshi, H. Ray, S. S. Saith and K. M. Asadullah, was formed to work out a standard scheme of library training in India. It is strange that Ranganathan, the representative from Madras, was not included. The scheme prepared by the Committee is reproduced, with other relevant information, on pages 34 to 50 of the Report of the Indian Library Association for the year 1940-42.

The scheme laid down the syllabus etc. along with the lists of books recommended for study. It suggested two courses, one for the Diploma, and another to train assistants etc., the latter being open to either Matriculates or those who had passed the Intermediate examination. Its duration was four months.

It is interesting to see what a contemporary critic had to say regarding the value of this scheme, prepared by a committee of Indian librarians. Here is what The Modern Librarian wrote in its "editorial" of the issue for October-December 1941. The criticism is worth quoting in full. Here are the words:

All the four sponsors of the scheme were Indians. It is, however, amazing to find that the scheme itself is utterly lacking in the Indian colour. The authors of the scheme appear to have been so much obsessed with their western training and their close contact with the London School of Librarianship that they have ignored, not only the day to day requirements of the Indian librarian, but have also failed to recognize the valuable contributions made by our Indian authors, some of whom have earned a considerable distinction in the library world for themselves and their motherland.

1 1st October 1937 to 31st March 1940 (Calcutta, The Association, n.d.) p. 22.
Present Conditions of Library Schools in India

There are at present eight library schools in India. Most of them prescribe an undergraduate (B.A., B.Sc., B.Com., etc.) university degree as the minimum requirement for admission to the course leading toward the Diploma in Library Science, a graduate course requiring residence and study at a university for one full academic year. The Table No.8 presents a picture of Indian library schools today.

Delhi is probably the first university not only in India but in the whole world, except, of course, the United States, to start courses leading toward the degrees of Master of Library Science and Doctor of Library Science. Here one can see a clear evidence of how the lead given by the United States of America in library education has helped in the development of library education in India. In fact, it was the ideal example of the United States that enabled the promoters of the Ph.D. degree in Library Science in India to convince representatives of some other established disciplines that there is a science called Library Science and that research work could be undertaken in it. It took several years to establish a research degree in Library Science for the first time in India.

Resistance of Older Disciplines

Discussing the Dog-in-the-Manger policy pursued in some Indian universities, as evidenced by the resistance of some older disciplines to admit new disciplines like library science into the academic circle, Ranganathan says:

The universities in India have developed a rigidly conservative outlook in regard to the status of subjects. I am aware of the cheap fun made by some dons when Library Science was admitted as a subject fit for study and research—even when hardly any expenditure was involved. It is true that in spite of them, Library Science has now found a place in the curriculum of some of the universities. But the vested interests of long established departments and affairs, make it improbable that universities will voluntarily ask for grants for Library Science. A dog-in-the-manger policy sprouts in academic circles. When an enlightened university executive puts up proposals to ask the Government for aid to strengthen the Department of Library Science, other departments howl it down, though allowing this request to go to the Government was not going to jeopardize their own grants.

Ranganathan's Contribution

As already demonstrated, Dr. S. R. Ranganathan is regarded as the

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1 This section is based mainly on Indian Library Association, Indian Library Directory (3d ed.; Delhi, Association, 1951), pp.91-102.
3 SupraÁ, p. 95-101.
Melvil Dewey of India. He is the guiding spirit of Indian librarianship and has been justly referred to as the Father of the Library Movement in India. It was he who initiated, organized and developed library education in Madras under the auspices of the Madras Library Association. It was Ranganathan again who became the god-father of the library school at Madras University, which was started more than a quarter of a century ago and which has set the pattern for the whole of India.

Demonstrating the contribution made by Ranganathan toward the library progress in India, Parkhi says:

The authorities of the University of Madras could not have dreamt at that time (January 1924) that the librarian chosen by them would open a new era of library science, not only in India but also in the whole world and would become one of a very few leading library experts in the world. They will be indeed very much delighted and along with them the whole fraternity of librarians in India to read the following eulogistical remarks of the authority on the library classification, Mr. W. C. Berwick Sayers, the revered teacher of Dr. S. R. Ranganathan.

Mr. Sayers observes, "Each country in turn seems to produce a distinctive librarian who is the prototype of his profession. Edward Edwards and James Duff Brown in Great Britain, Dewey in America, Graesel in Germany, delisle in France, Paul Otret in Belgium are examples which come to mind without any thought of slighting their compatriot librarians. India would probably choose Shiyali Ramamrita Ranganathan, born 1892, and now Professor of Library Science in the University of Delhi.

Parkhi does not give any citation to his source. Yet there are many references in library literature to show that Ranganathan has been very highly spoken of by his British and American co-professionals. His personality and work have been recognized more on the Continent of Europe and the United Kingdom than in the New World—the United States of America—though it is called the Land of Libraries.

Parkhi says that Ranganathan delivered his first lecture in Library Science in December 1928 at the Provincial Educational Conference held at Shri Meenakshi College, Chidambaram (now Annamalai University, Annamalainagar). The audience consisted of about one thousand teachers from all over Madras. This started a new train of thought. The following year Ranganathan started a Certificate Course in Library Science under the auspices of the Madras Library Association. The sapling which was planted and nurtured in the nursery of the Madras Library Association was later transferred to the productive ground of the University of Madras.

Ranganathan himself speaks about this memorable event:

Our hope is that a small beginning is being made in our land (for library training). A seedling of the species,

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Summer School of Library Science, was carefully tended for two years in the nursery of the Madras Library Association. When it was fit for transplantation, it found its way into the fertile garden of Madras University which can not only tend it with greater ease, but also find a market for its fruits. May that seedling grow from more to more, and may its harvest of fruits enrich the land from the Himalayas to the Cape Comorin.

This pious hope, expressed more than twenty-six years ago, has readily come true and the graduates of this school have brought name and fame to their alma mater by showing forth their talents not only in India but in many countries abroad.

When Ranganathan retired from the University of Madras in 1945, he was invited by the Banaras Hindu University to be its Librarian. It is no wonder that he recast the curriculum of the Banaras School on the successful pattern of Madras University.

The same pattern was copied in toto again when Ranganathan was invited by the University of Delhi to become its Professor of Library Science. Hence it is natural to find the sameness in the Diploma courses of the three universities in India--Madras, Banaras and Delhi--which were totally influenced by Ranganathan.

The only differentiating factor of the Delhi University is that it has advanced courses leading toward the degree of Master of Library Science and has also provision for advanced study and research in the field of Library Science leading toward the Doctorate in Library Science.

The Department of Library Science of the University of Delhi was instituted in 1945. But the teaching and training of students started only in 1947.

Diploma in Library Science

University of Delhi: The Examination for the Diploma in Library Science of the University of Delhi is given in the following seven papers:

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<th>No.</th>
<th>Title of the Paper</th>
<th>Hours</th>
<th>Marks</th>
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<tbody>
<tr>
<td>1.</td>
<td>Library Classification (Theory)</td>
<td>3</td>
<td>100</td>
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<tr>
<td>2.</td>
<td>Library Classification (Practical)</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Library Catalogue (Theory)</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Library Catalogue (Practical)</td>
<td>3</td>
<td>100</td>
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<tr>
<td>5.</td>
<td>Bibliography, book selection and reference</td>
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<td></td>
<td>service</td>
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<tr>
<td>6.</td>
<td>Library Organization</td>
<td>3</td>
<td>100</td>
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<tr>
<td>7.</td>
<td>Library Administration</td>
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The courses of the Universities of Madras and Banaras are almost identical with that of Delhi. Hence, there is no useful purpose in discussing them.

It is interesting to note that there is too much emphasis on the theory and technique of Classification and Cataloguing--the two areas in technical services--which represent more than half of the entire program. While these two branches of library activities receive so much attention, the three subjects of Bibliography, Book Selection and Reference Service are huddled together in one compartment. Obviously the school wants to produce more cataloguers and classifiers than bibliographers, or reference librarians.

Calcutta University

Diploma Course in Librarianship
Course of Studies: The University of Calcutta conducts a course leading toward the Diploma in Librarianship. Here are the subjects for examination:

1. Classification, Theoretical and Practical
2. Cataloguing, Theoretical and Practical
3. Library Organization and Administration
4. Bibliography and Book Selection
5. Reference Work
6. General Knowledge
7. Languages

The course is intended to be intensely practical in character (emphasis added). Besides attending classes in Classification and Cataloguing, students are required to work in the various sections of the Library for about two months. Admission is given to graduates only.

This is the only school in India which has adopted the name "Diploma course in Librarianship" and has termed the department conducting the course as "Training in Librarianship Department." Apparently this school does not believe in higher flights of imagination in the field and wants to remain satisfied with a modest term training.

The Degree Course at Delhi

Until recently there was only one institution in India which gave a degree in library science. It was the University of Delhi. But the Maharaja Sayajirao University of Baroda has just instituted a Master's degree in Library Science. It has broken a new ground and has opened a new path. Here are some of its details.

M.L.S. at Baroda

It is quite befitting the name of the great library patron, Maharaja Sayajirao Gaekwar of Baroda, that the University named after him should have instituted the second Master's Degree Course in Library Science in India. It is heartening to note that the method of awarding the degree at Baroda is quite different and in many respects more helpful than the one followed at Delhi, thus making it quite unique in India. Delhi requires a regular study, that is, the formal schooling through regular class work for one academic year beyond the Diploma in residence at the University. This is more or less a rigid routine. The University of Baroda has adopted a new method. It will enable a Diploma-holder of Baroda or any other university to take Master's degree in Library Science by submitting "a thesis, after having worked under the guidance of a recognized post-graduate teacher in the Faculty of Arts of the University, for at least two years subsequent to his admission to the Faculty. The thesis shall be the candidate's own work carried out under the guidance or supervision of the teacher and shall be either (i) a descriptive and/or critical analysis of existing data, or (ii) a record of original investigation or (iii) a combination of these.

Thus the University of Baroda has opened a new path for the prospective research scholars in library science also at the Master's level in India, the University of Delhi having already provided it at the Doctor's level. It will

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1 According to the Webster's New International Dictionary, "education" is the formal and general word for schooling of whatever sort, especially in an institution of learning; "training" suggests exercise or practice to gain skill, endurance or facility.
2 University of Baroda, Board of Studies in Library Science, Report of a meeting, 25th February, 1957, Appendix B.
give an excellent opportunity for original thinking, research and reporting. New and budding genius will be recognized and brought before the library world. Scope will be provided for the development of library science and library literature in India. A new avenue will be opened, through which the world of librarianship will be able to receive India's new contributions to the field of library science. This will certainly enrich India's position and enhance India's prestige before the international librarianship. The University of Baroda deserves all praise for this new venture in the field of library education in India.

Certificate in Library Science

As already stated above, the Diploma course at the University of Madras originated as a Certificate course and was promoted in status later. Today there is only one university center in India where a Course in Librarianship leading to a Certificate in Library Science is conducted. This center is the Aligarh Muslim University. In view of fact that India will require in the near future thousands of semi-professional library workers, in order to develop an extensive library network, and that many small libraries cannot afford to employ graduates with Diploma in Library Science, the usefulness of such courses cannot be over-emphasized.

The minimum qualification for admission to the course is the intermediate examination; but the candidates already working in libraries and the oriental title-holders can also be admitted if they have passed the high school or any equivalent examination. Naturally this course is aimed at a lower level and does not require high academic background. The duration of the course is four months and it is held semi-annually.

The examination at the end of the course is given in the following five subjects:

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<td>3</td>
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<tr>
<td>5.</td>
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Eighty percent of the student's time is taken up in only two aspects of library work, viz Classification and Cataloguing. Apparently this school believes that library work begins in Classification and its final fulfilment rests with Cataloguing. It is surprising that within a short period of four months—in which the student is supposed to know everything connected with the library, of course in a rudimentary form, "the student is required to classify at least 400 books both by the Decimal and the Colon classifications, and to catalog at least 100 books according to both the Classified Catalogue Code and the Dictionary Catalogue Code (both by S. R. Ranganathan).

Maharashtra Granthalaya Sangha

This Association conducts two courses for a Certificate in Library Science—one at Poona through Marathi Medium extending six weeks, and another at Bombay extending six months.

Poona Center: The following subjects are studied:
(1) Classification; (2) Cataloguing; (3) Library Administration; (4) Library Organization; (5) History of Marathi Literature; and (6) General Knowledge.

Bombay Center: The course lasts six months from July to December. There are 144 days of study with about 280 periods. It is an
evening course from 6:30 p.m. to 8:00 p.m. two periods are held daily.

Candidates for the Certificate are examined in the following six subjects:

1. History of Libraries and Library Movement (with special reference to India)
2. General Knowledge
3. Library Organization
4. Library Administration
5. Library Cataloguing
6. Reference Service and Bibliography

It is not possible to guess in which of these subjects the book selection is included. The classification does not receive even a mention. Maybe it is included in cataloging.

Granthalaya Pravesika
(Library Entrance) Examination of
Andhra Desa Library Association

Admission Requirements: Eighth Standard of the Higher Elementary School, Third Form of the High School, Rashtrabhasha Examination of the Dakshin Bharat Hindi Prachar Sabha and or ? the Entrance Examination of the Oriental Studies is the minimum qualification for entrance into the Granthalaya Pravesika class, which gives instruction to village librarians in the following subjects:

1. Library Organization
2. Library Administration and Theory of Book Selection
3. Special Library Problems, relating to women, children, adults and rural folk and adult education
4. History of Telugu Literature
5. Aids to newspaper reading or general knowledge, which include:
   a) World geography and history in brief
   b) Climatology
   c) First principles of politics and economics
   d) Constructive program of Mahatma Gandhi.

It is to be noted that there is not even a mention of either classification or cataloguing. It is not clear whether the book selection remains only at the theoretical level or is to be tackled also at the practical level and whether the books are to be kept self-catalogued and self-classified.

The entire course is completed within ten days. There are no tuition fees and no examination fees.

Summer Course of Training in Librarianship

Bengal Library Association

This course is held during the three summer months--from May to July every year. Admission is open to all, from graduates to matriculates, preference being given to library workers. The students are instructed for only three months and are given examination in the following seven papers:

1. Classification
2. Cataloguing
3. Bibliography, Book Selection and Documentary Reproduction
4. Library Organization and Administration
5. Reference Methods and assistance to readers including library extension
6. Adult Education and Basic Education, Social Welfare
Work including Library Drive and Library Work with the Young

7. General Knowledge including Literature of a Special Subject, History of Library Movements.

It is difficult to see how the matriculates can master so many subjects within ninety days. The list of subjects to be studied runs to more than 420 words and includes such advanced and far-fetched subjects as the "U.D.C.Scheme" and "Indoor and Outdoor Games."

Diploma Course of the Indian Government

A part-time (evening) training course leading toward a Diploma in Library Science has been organized under the name of the Government of India at Delhi. The Ministry of Education conducted the first Library Training Course in 1951-52, leading toward a Diploma in Library Science. This action was criticized by many librarians in India. They believed that this would certainly lead to the lowering of standards and kill the cause itself which it was intended to serve.

Library Education

Other Attempts

These centers are the only agencies for the education of librarians in India today. The difficulties in gathering the data obstruct the view of anyone attempting to depict a comprehensive picture of library education in India. There are some "new" associations which are trying to give an education which is beyond their limited means. Hyderabad is an example.

Library Education in Hyderabad

The Hyderabad Library Association instituted a Certificate Course in Library Science in July 1953. It was of three months' duration. According to the official reports, this proved a great success and consequently the Association started a higher course, leading to a Diploma in Library Science in November 1954.

The Association also conducted a Refresher Course in Library Science. It was carried through the media of two languages--Hindi and English. The examination was held in June 1955. Eight candidates were declared successful in Hindi and two in English. This shows, incidentally, the language preference of would-be librarians. No university in India has yet provided library education through the medium of Hindi--all the teaching and examining still being conducted through the medium of the English language.

Delhi Library Association

Another example is offered by the Delhi Library Association. One of the youngest, though vigorously active, library associations, the Delhi Library Association has been working hard for the promotion of library service. An important activity of this Association is the Certificate Course in Library Science. The Association has been conducting it for the last three years, and as indicated in the Reports of the Association, has been appreciated by the governmental authorities as well as the librarians. It runs for one academic year. More candidates apply for the training than the number of seats available for admission.

But it is a great pity that a new association such as the Hyderabad Library Association, or the Delhi Library Association, has to traverse
the same old, dreary path which was traversed by older associations such as the Madras Library Association. One wonders whether it is the blind enthusiasm for library cause or a mere desire for self-glorification which makes such library enthusiasts totally oblivious of the fact that library education is not a direct function of a library association, when it lacks enough resources in terms of finance, teaching faculty and equipment for carrying a successful library education. The best course an association could adopt is to persuade a university of the State to inaugurate a library school with facilities equal to any other professional school in the university. It should be made clear, however, that the Delhi Library Association gives only a Certificate, which is not totally undesirable. But the action of the Hyderabad Library Association in granting a 'Diploma' is certainly questionable. The award of a diploma should be an exclusive function of a statutory body such as the university, while a certificate, which is at a lower level, could be granted by an association.

A Bird's Eye View

A bird's eye view of the whole field of library education in India first brings before our eyes the giant school at Delhi, towering above all the other schools in the country. If the criteria of judgment are the physical quarters, number of faculty and students, amount of annual budget, research tools available in the form of books and periodicals and the like, then this school is certainly as insignificant as any other in the country. But if the rod of measurement is the nature and amount of creative, intellectual energy generated at and radiated through this institution, then this school is quite high. It is a class by itself.

If this school is excluded from the scene, one finds quite a few tiny little schools scattered around the country. Here is a close view of them taken collectively.

Location
In general, the schools are located in large libraries, especially in university libraries. There are two types of sponsoring bodies, viz 1) university, and 2) library association. The schools are almost equally divided between these two parent bodies.

Physical Quarters
The schools do not have their own special quarters. It is only one or two rooms of the university library (or some other library) which constitute the school building. In spite of the fact that a certain school is affiliated with a university, it has no independent status or direct relation with the governing body of the university. The connection is via the medium of the librarian only, who is in-charge of the school as well. It is unfair even to call these "diploma mills" as schools. In many cases, it is only the personal initiative and industry of the librarian which make it possible for him to run the tamasha (show).

Equipment
Except that the schools located in the universities have access to the university libraries, they do not have any special equipment for study and research in the form of books and periodicals. Naturally the training centers administered by library associations lack even this accidental facility and have to rely upon the goodwill of a local library, the head of which may be generous and sympathetic enough to make it possible for the students to use his library. It is encouraging to see such pioneers working
for the ultimate good of the profession.

Laboratory

The university libraries perform in some cases the function of laboratories for practical work for the trainees. There is a comic situation in this respect. The students are asked to work in the different departments and sections of the university library and are required to do everything from accessioning to the charging of books. Naturally this disturbs the rhythm of the library and interrupts its smooth running. The chief librarian of the university, who is also the head of the so-called Department of Library Science, complains about this. One can hear another complaint equally strong from some students, who allege that the university extracts from them routine "work" without paying for it. This is a tragic irony.

Faculty

With reference to the number of teachers per school, it does not exceed three. Generally the entire show is carried on by the librarian and his deputies--many of them inspired by a missionary zeal goaded by super-professionalism. Their qualification, in general, is only the experience of working in a library or a certificate (or at best a diploma) earned several decades ago. There are very few teachers in the whole of India who hold even a Master's Degree in Library Science. None of the teachers is full-time.

Salary and Work-Load

The teachers generally do not receive any extra remuneration for their teaching load. All they get is the regular salary from the library, which they would get whether they teach or not. Generally the teacher is allowed to teach during his regular working hours.

Research by the Faculty

It is too much to expect from these librarian-cum-teachers any significant contribution to the professional literature. They are primarily librarians and not teachers. Whatever publications they are able to bring forth is in the capacity of librarians, not teachers. They get no opportunity to devote their mind and heart to the high intellectual pursuits of study and research. This may be one of the reasons why India is not able to add much to the professional literature of librarianship.

Nature of Teaching

Enough has already been said to enable one to infer the nature of the teaching conducted in such schools by such semi-teachers. The librarians who are asked to perform the additional duty of teaching, generally do not possess any special skill acquired through training in the technique of teaching. They are born-teachers! It is left to the flair of the individual teacher to devise his own methods of teaching. It is believed that the knowledge of a subject matter alone is sufficient to enable him to do the task of conveying his knowledge successfully to the prospective professionals.

Lecture vs. Practice

There are two extremes in regard to the problem of classroom vs laboratory work. There is one school, for example, where all the teaching--both theoretical and practical--is given right inside the four walls of a very small classroom. The students have no laboratory to work in. The relation of the school to the library is only like that of the lotus-leaf to the water. Once a graduate from such school, who had secured the first
position among all the successful candidates, was appointed to the position of a technical assistant in a large university library. He was asked to accession some books. The poor fellow had a hard time, as he had never accessioned a single book in his whole school career! There is another extreme where the student spends most of his time in the library and does all the routine work from selection to weeding out of the books. There is no uniformity of practice among the library schools. The problem of theory vs practice differs from school to school.

Duration of the Course

The duration of the course also is not uniform. The range of the certificate course is from six weeks to nine months. The diploma course is, with one or two exceptions, of one year's duration. These exceptions consist of evening classes after the day's hard labor at the desk.

Curricula

The problem of curriculum, which forms the heart and soul of the entire program, is the most difficult to discuss and understand. This cannot be grasped merely by going through the catalogues. Even the talk with individual teachers would not help much, because, human nature being the same everywhere, none would but call his course the best in the world.

In general, the following seven subjects are recognized as integral and falling within the province of library education, viz 1) Classification, 2) Cataloguing, 3) Organization, 4) Administration, 5) Bibliography, 6) Book Selection, and 7) Reference Service. One or two schools include courses also in language, literature, general knowledge, etc. Subjects like Advisory Services, Public Communication, Research Methods, Education for Librarianship, and Foundations of Librarianship do not get even a mention. Classification and Cataloguing dominate the curriculum.

Evils of Modern Indian Education

It is a tragic feature of the present system of Indian education that the graduates from Indian universities know more about the West than about their own country. The recipients of such education are made completely foreign to ancient Indian culture and civilization. They do not know even their own languages well.

The same condition prevails in library schools too. The students of these schools know about the libraries of Nineveh, Alexandria, Greece, Rome, England, and what not, but hardly of Takshashila or Nalanda. They know many things about the publishing and selling of books in many Western countries such as England, but very little about subjects like the history of books and printing in India or libraries and publishing in India. They know something about the rich collections of the British Museum, for example, but not one thing about the great manuscript libraries in India and their rich collections.

Textbooks

The training scheme proposed by the Indian Library Association in 1941 and discussed above had many defects. Here is just one example: In their "Courses of Study" they had listed the books in two Categories, viz (1) "A--Works to be studied as textbooks," and (2) "B--Works recommended for supplementary reading." There was not even a single book by Ranganathan in Section A. In other words, no work of Ranganathan had been prescribed as a textbook. The Five Laws of Library Science, which is a classic and must be regarded as the Bible by every Indian librarian, did not get a place in the
entire list of fifty-five books recommended! To keep out this seminal work from
the list of books to be studied by an Indian librarian is like taking
the soul away from the body. Of the fifty-five books listed in the
scheme, only four were by an Indian and that Indian was none other than
Ranganathan1.

Education in India is predominantly text-bookish. Indian library
schools have yet to learn the art of helping the students get the
nascent thought from the professional periodical literature. One of
the main causes of this shortcoming is the fact that the back files of
professional journals are generally beyond the reach of the Indian
library schools, and they cannot even subscribe to a large number of current
periodicals. Even the Delhi School does not believe in making the articles in
periodicals a required reading for students, but follows the traditional
path of prescribing textbooks. This may be because of the fact that the
School has to follow the general pattern of the University. Of course, the
students are encouraged to read whatever professional journals are available in
the university library, but where is the student who would care to read other
literature when he is already overburdened with an excessive number of
textbooks?

The Students

There are two types of students, viz (1) those who are already
working in a library, and (2) those who select the library profession
as their career. As far as the students of the former category are
concerned, they have no other option but to join the library school if
they want to add to their qualifications and thereby secure higher and
better paid jobs. Undoubtedly there are some candidates in the latter
category whose interest is genuine and who propose to serve the community
through library service. But a large number of entrants to library
schools do not even know what the librarianship is. They have no idea of their
duties, responsibilities and privileges--the rewards and hazards--of the
profession. There are also some book-lovers who join the profession in the hope
of getting an opportunity to read plenty of books. There is a librarian who
came to join the diploma class because he used to see his college librarian
always sitting and either reading his own book or gossiping as he wished. The
young student thought that there was no work in the library and that he would
have plenty of opportunities for his own study and research.

There are some students who join the library school only because they
do not get admission to any other professional school such as engineering
or medicine, which could bring them greater monetary reward. To them
the library school is the last recourse. There are cases when a
student has tried simultaneously for admission to more than one
professional schools and has left the library school on being admitted to
the school of his first choice.

The total number of students entering the library schools is small.
Table No. 9 shows the number of students graduated from various
library schools in India in 1952.

Placement

With reference to the employment of librarians, the schools do
not play any significant part in the placement of their graduates. As
far as the lower and middle services are concerned, the candidates
with proper library training are generally given preference over those
without the library training.

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1 The Modern Librarian ;12 (October-
December 1941): 44-47.
But when the uppermost positions with attractive salaries are open, the claims of library graduates are overlooked and persons without library qualifications are chosen. In such cases, personal favoritism and political considerations carry more weight than real qualifications. The Indian Library Association has no control whatsoever over this unhappy situation.

Conclusion

The earliest library training class was started in India more than forty-five years ago (i.e. in 1911). Today there are approximately eight universities which are allowing their librarians to conduct courses in Library Science and grant awards from certificate to the doctorate. There are also a number of library associations in India which are conducting library courses.

However, the progress has been very slow. The conditions of these training centers are far from satisfactory. No systematic survey of library education in India has ever been made such as the one conducted by the Public Library Inquiry of the Social Science Research Council in the United States. Much of what has been written in this chapter is based on personal observations.

The reasons for this unhappy picture of India's library education are not far to seek. Neither the people nor the government have yet fully realized the true nature, scope and function of library education in India. There are comparatively few good libraries in India. Even among those which exist, very few are properly manned and equipped to give good library service. The people in general do not know what the real library service is. Those who are supposed to know better, the university faculty of other disciplines, for example, are prejudiced in many cases.

This has been the case in many other professions and the education to prepare for them. Take teaching, for example. It is recognized in India today without any exception that a teacher who is not trained will not be allowed to teach in a recognized institution, or even if allowed to teach will not receive due recognition and salary. Was this true a few decades ago? Certainly not! How then did this happen? It happened because both the government and the school authorities accepted the fundamental principle that a trained teacher is a "must," if the work of teaching is to be productive. The teaching profession did not win this victory in a day. It had to struggle hard and long to obtain this recognition.

The library profession in India is not yet fully recognized. Consequently, no necessity is felt for library education. The law of supply and demand works in an inexorable way. Since there is not sufficient demand for trained librarians, no attempts are made to provide for their supply. Since there is not enough supply, even the scanty demand felt in some quarters is being killed. The only remedy to break this vicious circle is to create the demand first. And the responsibility for this lies at the door of the library authorities. If they want their libraries to function efficiently they must appoint only trained librarians. Once this rule is accepted by them, the supply will flow as a natural corollary. Once library education obtains its bread and butter value, the universities will promote it.

This is the only way for the promotion, betterment and enrichment of library education. But even for this, the library profession
itself has to fight the battle.
CHAPTER IV

LIBRARY LEGISLATION

Introduction
This chapter discusses the problem of library legislation in India. This is the only chapter in the study which presents a gloomy past, though a bright prospect for the future. To put into other words, very little has been achieved in the matter of library legislation in India which could be reported.

The history of public libraries in India is, therefore, very largely an account of the strivings of a group of persons to persuade Governments to enact legislation by which instrument cities, towns and villages could provide library service.

This is how Makin begins the section on Public Libraries in India in his study1. While it is admitted that India is quite rich in many types of libraries, yet she is very weak in the domain of public libraries. The second chapter of the present study has demonstrated that many of the libraries in India were evolved as part of the parent bodies. But the public library does not have a parent body (except the public), which could create it and maintain it. A public library has to be created by the people and maintained by the people. But until recent years, the people in India had no real voice in the government of their own country. There was no government by the people, of the people and for the people. How could then the public libraries in India have developed?

The Beginning
It goes to the credit of Ranganathan, the Father of Library Movement in India, that he drafted the first Model Library Act as early as 1930. The First All-Asia Educational Conference was convened in Banaras in 1930. Ranganathan was invited to organize a Library Service Section as its Secretary. He presented his Model Library Act as one of the papers to the Conference. It was discussed by the participants and was approved with certain changes and modifications. This draft library bill stipulated that the establishment and maintenance of public libraries shall be a mandatory duty of the Government and Local Bodies. It was the creation of a genius, the vision of a sage. Every clause therein made the provision of libraries a 'must'. Library rate was compulsory; library grant was compulsory; of course, library provision by Local Bodies too was made compulsory. This was accepted by the Conference as the basis for the movement for library legislation in India.

The Struggle: Unsuccessful Attempts
Bengal: The great library leader of Bengal, Kumar Munindra

Deb Rai Mahasai was the first to take the initiative of introducing the bill in his Legislature. He was a prominent library worker in India. He was the heart and soul of the library movement in Bengal. There was hardly an activity related to libraries and librarianship in Bengal which was not directly or indirectly inspired by this noble savant. His imagination was fired by the Draft Bill of Ranganathan and he requested the latter to adapt his Model Library Act to suit the conditions of Bengal. Ranganathan made this revision and Rai Mahasai decided to introduce it into the Bengal Legislative Council.

In those early days even a nation-building activity such as the provision of public libraries needed the approval of the agents of the British Government in India, that is, the Viceroy and Governor-General. Before the bill was submitted to the Government for permission to be introduced, Rai Mahasai discussed it with other members of the Council. Strangely enough, it was strongly opposed both by the official as well as non-official members.

Accordingly, Rai Mahasai made certain changes in the bill, after which it was circulated among other members of the Council. This time it was not opposed so vehemently. The Government officials promised not to oppose it. Some even promised to cooperate. The mover of the Bill (Rai Mahasai) had hoped that if the sanction of the Government was received he would introduce the Bill in the Legislature1.

The Bill was sent to the Governor-General of India for his approval. He rejected it! The ground for the rejection (as given by the Government) was that the bill contained compulsory clauses and that any kind of compulsion would not be liked by the people! It is worth remembering that whenever Indian leaders requested anything from the Government which would improve the conditions of the Indian masses in any sphere--physical, mental, or intellectual--the request was denied. Many instances of this cruel treatment may be found in the history of India under the British Rule. For example, when in 1911, that great Indian educator, Shri Gopal Krishna Gokhale, tried to introduce in the Indian Legislative Council a bill, which would have bestowed on the Indian people a boon--the boon of universal, compulsory, free, primary education--the British Government, rather their agents in India, denied it on the ground that any kind of compulsion would be unacceptable to India.

Writing the "Foreword" to Zellner's Education in India, M. S. Sundaram, now the Cultural and Educational Counsellor at the Embassy of India, Washington, D.C., says2:

It will be obvious to anyone who reads the educational documents of this period that the Government of Great Britain in India did not accept full responsibility for the education of the people it governed. At the beginning of the present century, it was stated that the percentage of literacy in India was only about 6 percent! and that only one boy out of every five of school age was at school. It was also stated by a leading missionary educator that in the year 1900 only three girls out of every hundred of school age were enrolled in any school. When England passed the Compulsory Education Act in 1870, she was in complete possession of her Indian Empire, but it never occurred to the rulers of India that what was necessary for the children of

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1 The Modern Librarian 2 (January; 1932): 46-47.
England was also essential for the children of India. It was in the year 1911 that a great Indian statesman and educator, Mr. Gokhale brought forward a bill before the Legislature in India urging the Government to introduce the principle of compulsory education of all children. This bill was defeated in the Legislature, composed of an official majority on the ground that any measure of compulsion would be repugnant to Indian sentiment.

History repeated itself in the case of the first library bill ever to be introduced in any Indian Legislature. The Bill in Bengal could not even be introduced and the State is still without any library law!

**Madras:** Ranganathan himself decided to get his draft library bill introduced in the Legislature of his native Province of Madras. But he was wise enough to take a hint from the unhappy outcome in Bengal. He changed all the mandatory clauses into permissive ones. All the "shall's" were changed into "may's". The Government could not refuse such an innocuous bill which did not impose any compulsion on the Government or the local bodies. It was left to them to have libraries if they wanted. It was left to them again to live without libraries if they so desired. It is noteworthy that the Madras Library Association had been trying for a long time to promote the library legislation in the Province. It took some active steps to secure the support of local bodies, which came readily. The Bill was introduced in the Provincial Legislature on behalf of the Madras Library Association by Basheer Ahmed Sayyed who was a member of the Legislative Council. The Bill had no initial hurdle. It was entrusted to a Select Committee. It crossed that obstacle too and reached the final stage. But it was destined that the Province would have to wait for another fifteen years or so to get its Library Law enacted. It is really pathetic to go through old records and find how even this inoccuous bill was ruined by the ingenuity of a member of the Indian Civil Service. Ranganathan has given the substance of his ruinous amendment in the following words:

> If the Bill becomes an Act, the Local Self-Government Secretariat would have to spend some extra money on stationery, postage and clerical work in corresponding with the District Boards and the Municipalities which would become Local Library Authorities. The amendment was that the Act should make it obligatory for the Local Bodies to pay this petty sum back to the Government.

Thus the ship of library law was ultimately wrecked at the rock of the stubborness of a guardian of local self-government. The sponsors of the bill did not want to create an ugly precedent in the field of library legislation in the world and therefore they decided to withdraw the bill. The desire of the officer, who wanted to block the law, was fulfilled. In the meantime the Government of India Act, 1935, came into being and the Provincial Legislatures were dissolved. Thus the case of the library bill was shelved for an indefinite period.

By 1937 the Indian National Congress assumed power in the majority of the Indian Provinces under the Government of India Act, 1935. Chakravarty Rajagopolachari became the Premier of Madras. The Madras Library Association did not lose time in reminding the new Government

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of the urgent need of having a library law in the Province. But the Government replied: "Wait! Let us do first things first!"

However, the life of the Congress Government proved very short. The devastating World War II came and swept away even this nominal show of self-government.

Nevertheless the Madras Library Association continued its efforts. When the popular Government once again came to power around 1946, the attempts were vigorously renewed. Madras did ultimately have a library law. But it came out very weak. This child showed signs of disease even from birth. This is what Ranganathan says on the matter:

Our present feeling is that the Madras Library Act is not being worked properly. Some say that it is a case of infantile paralysis. My own diagnosis is that it is not so bad. It is only infantile rickets. It has been suffering from the moment of its birth by under-development at several levels--administrative, directional and organizational operation!

In any case, the State of Madras made library history in India by enacting the first library law, thanks to the efforts of the Madras Library Association. But, on account of some political and historical reasons, known best to those who were responsible for piloting the bill through the legislature and making it into a law, the bill was terribly mutilated. It was already a weakened bill when introduced, made so by circumstances. It came out of the Legislature even worse than what it was.

Ranganathan has made a detailed, analytical, critical and comparative study of the Madras Public Libraries Act with his Model Library Act as finalized in section 72 of his Library Development Plan, Thirty-year Programme for India with Draft Library Bills for the Union and the Constituent States (Delhi, University of Delhi, 1950). He has also discussed the Madras Act clause by clause, commented upon it, and has demonstrated how it has been made ineffective. Space does not permit even a brief summary of the unsatisfactory conditions under which the Madras Act is being implemented. It is self-evident that even a bad instrument can work effectively under a good worker, while a good instrument can yield only bad results if the worker is not good. That is the case of the Madras Library Act. This author has oral evidence communicated to him by some co-workers in Madras that the people in the library profession themselves are creating troubles and obstructing the path of progress.

It has already been explained that the history of library legislation in India turns out to be the history of the efforts made by library enthusiasts all over the country. In almost all the provinces and native states, library workers have tried to create a library law for the region. Ranganathan has given a brief, yet a very touching, account of the efforts made by him and his colleagues to enact library laws in Travancore, Cochin, Bombay, Uttar Pradesh, Kashmir, and Madhya Bharat, etc. The story is everywhere the same. Some kind of obstacle, some kind of vighna, stopped the wheel of progress and no state in India, except Madras and Hyderabad, has been able to enact a library legislation so far. After the State of Andhra was carved out of Madras and became a separate entity, the Library Act of Madras automatically became the Library Act of the new State as well.

Madhya Pradesh: At the request of Bhawalkar, a student of Ranganathan at the Banaras Hindu University Library School, Ranganathan had prepared a Library

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1 Ibid p. 34-35.
2 Ibid Chap. 2.
Development Plan and a Library Bill for the State of Madhya Pradesh. The Plan and the Bill were sent to the Minister of Education. The fate of the Bill is described by Ranganathan in the following words:

Honorable P.K. Deshmukh, The Education Minister of Madhya Pradesh, hoped to introduce the bill in the Legislature in July 1949. But the Bureaucracy intervened. It wrote to me a letter:

I am not sure that a library bill will accelerate the establishment of libraries when actually there are very few libraries in existence and there is no likelihood of many being established in the near future under voluntary organization. However, I am making all efforts to encourage the establishment of the libraries. I think you will agree with me that just at this moment the time is not ripe for introducing a bill in the Legislative Assembly for libraries.

Having quoted the above words from the letter received from the Madhya Pradesh Government, Ranganathan goes on to say:

I wrote him back, 'I agree with the premises that there are very few libraries in your State. That is the very reason why you should have a Library Act. You can't start libraries otherwise.' But it met with the convenient, superior silence of the bureaucracy.

When an attempt was made to enact a library law in Madhya Pradesh, as shown above, the Government of the State obstructed it on the ground that there were very few libraries in the State. When a similar attempt was made in the State of Travancore, the bureaucracy refused to move on a ground which was completely opposite. The Government wrote back: "We do not think that a Library Act is necessary. We have already many libraries." Commenting on this attitude of the Government of Travancore, Ranganathan says: "The contrary arguments of Madhya Pradesh and Travancore reminded me of 'Tails I win, Heads you lose!' That is indeed typical of bureaucracy".

Bombay: The Official Report of the Debates of the Bombay Legislative Council for the year 1936 indicates that Rao Bahadur S. K. Bole, a nominated non-official member of the Legislative Council, introduced a bill for the development of libraries in the Bombay Presidency. It was called the Bombay Presidency Libraries Bill (Bill No. XXIV of 1936). Bole had already obtained prior approval of the Governor-General as well as of the Governor. The Bill proposed a scheme for the purpose for organizing and administering public libraries in urban and rural areas as well as for the removal of illiteracy among adults. It is evident that the Hon'ble member had a vision before him. He had taken pains to formalize the introduction of the bill in the Legislative Council. Upon his move some questions were raised by other members and were answered by the President. The Bill was then finally introduced.

Nothing is known about what happened to the Bill. The Library Development Committee of Bombay (1940) says in its Report that "the bill was introduced but was not further considered." The Committee did not want to discuss the circumstances which did not allow further consideration of the Bill. Was the Committee afraid of displeasing

1 Ibid; p. 21.
the Government? It merely says that the "Bill was not further considered under circumstances which are not necessary to be detailed here. This Bill provided for the authority to the Local Bodies in the Province to levy a library cess."

All-India Legislation: Ranganathan also worked for the library legislation on an All India basis. He tried as much, if not more than what he had done to enact library laws in various States of India. At the request of Sir Maurice Gwyer, one of the greatest library benefactors India has ever seen, Ranganathan drafted in 1944 a memorandum on library development on All-India basis for consideration by the Planning Department of the Government of India. The head of the Department and Sir Maurice had studied in the same school. Sir Maurice had hoped that some progress might be achieved. But the times were turbulent. The political map of India was being redrawn. The change of power was in the offing. Political vicissitudes of the country did not provide a suitable ground to promote the development of libraries at the time.

Meanwhile, India achieved full independence. Ranganathan drafted another memorandum on library development in India, worthy of the glory of an Independent nation. It was sent to John Sargent, the Secretary to the Ministry of Education. He retired very soon and the burden came on the able shoulders of S. S. Bhatnagar. Ranganathan has narrated the incredible story of how some Government officials had carelessly dealt with such an important matter.

The Government of India appointed a National Central Library Committee with Ranganathan as one of its members. At the second meeting of the Committee, Ranganathan proposed for consideration a Union Library Bill, backed by a memorandum on a thirty-year Library Development Plan. The Committee did nothing in the matter, for reasons best known to the members themselves.

The Cultural Sub-Commission of the Indian National Commission for Cooperation with the Unesco met in Bombay in April 1949. Ranganathan moved a resolution urging the Union Government to take immediate steps to establish a National Central Library. Persons responsible for slowing down the progress of library development in India had again had the upper hand and Ranganathan had to withdraw his resolution.

Ranganathan says:

Such is the chequered career of the Committee on National Central Library and the way in which it has been dropped by neglect into the abyss of oblivion to which hundreds of committees are being consigned today soon after their formation, though they are announced with a flare of trumpets.

Going through the official reports and other publications of the Ministry of Education, Government of India, relating to the period of 1947-50, one finds numerous announcements of various types about the National Central Library. Here are some examples:

The establishment of a Central Reference Library for India at Delhi was included in the post-war educational

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1 ibid, p. 55.
2 Ranganathan, op. Cit, ;p. 25.
development schemes. The Government of India have now recommended that the scheme might be slowed down, or postponed, but the preliminary details of the scheme should be worked out. Accordingly, the Ministry of Education have appointed an expert committee to prepare a report on the proposal. The expert committee have held two meetings so far. Dr. S. R. Ranganathan, one of the members of the Committee, who had been to Europe and the United State of America has been requested to study the organisation and administration of the premier libraries of some of the most advanced countries. The Committee will meet again after Dr. Ranganathan has reported on the results of his survey.

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The establishment of a Central Reference Library with Copy-right Section was also the part of the Central Development Schemes for the first quinquennium 1947-52. The capital expenditure on this library is shown as Rs.5,000,000 and an annual recurring expenditure of Rs.1,000,000 when in full operation.

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The Government of India have set up an expert committee of six members to work on the details for the establishment of a Central Library in Delhi with a Copyright Section attached to it. The committee have not yet concluded their deliberations. The question of introducing library legislation will be taken up only after the expert committee had submitted their report.

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The Government of India had before them a scheme to establish a Central Library in Delhi with a Copyright Act attached to it. Under the Copyright Act, it will receive one copy of all those publications printed in the country and registered under the Copyright Act.

But all this is planning on paper. The Government of India has not yet realized the urgency of the National Central Library. The British surrendered the power hardly a decade ago. The traditions die very hard. The persons who are wielding the destinies of the Indian people today were trained not in progressive, new countries such as the United States of America, but, if at all, in England, which is traditional and conservative. The Indian leaders are being guided even today more by the traditions of Europe than of America in these matters. The National Library of Great Britain, the largest library in the country, is still called the British MUSEUM. The Government of India has gone ahead with the creation of the National Museum of India. A fine building is being erected in New Delhi to house the Museum. But where is the National Central Library?

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1 Ibid, p. 41
2 Ibid 1 (June 1949): 81.
It is still buried in the files of the Ministry of Education, Government of India. A loyal Indian librarian passing by the building and reading the sign (to the effect that the building is being erected for the National Museum of India) is but likely to exclaim in despair: Will there be a day when a building will be erected for the National Central Library? And if so, 1 The Second Five-Year Plan of India has been published in a volume of 653 pages. It has given only one line to the National Central Library of India. The name has been changed to Central Reference Library. One wonders whether those who drafted this portion even realized the difference between the National Central Library and the Central Reference Library, and whether they made the change with any knowledge of its implications.

The Struggle: Achievements

The foregoing pages have presented an account mostly of the failures or unsuccessful attempts in the field of library legislation in India, whether in the constituent states or at the center. An attempt will be made in the following pages to record the history, though very briefly, of the achievements or successful attempts in the field of library legislation. Until November 1, 1956, there were only three states in India, which had a library legislation. These were Madras, Andhra and Hyderabad. They will be dealt with in chronological order.

Madras:

It has already been shown that the state of Madras made library history in India by enacting the Madras Public Libraries Act, 1948—the first of its kind in the whole of India. The Madras Library Association had been struggling for more than 25 years to get the library law passed. The Madras library movement which was started as early as 1928 bore fruit and the Madras Public Libraries Act, 1948 (Madras Act XXIV of 1948) received the assent of the Governor-General on the 29th January, 1949 and thus became a law.

On October 28, 1948 Ranganathan wrote to the then Education Minister of Madras:

I have, therefore, only the pleasant work of offering you my heartiest congratulations in having made library history in India. I should also express my joy that God had made you the medium for the realization of one of my dreams of twenty years' standing.

The Government took more than a year to implement the law. The Education Department of the Government of Madras decided, by their Order of 28 February 1950, to bring the Act into force from 1 April 1950. It was also decided that the Director of Public Instruction would also be the Director of Public Libraries.

The Government directed that the District Educational Officer in the case of a district having only one officer, and one of the officers

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selected by the Director of Public Instruction in the case of districts
having more than one such officer, be a member, convener and secretary
of the Local Library Authority of the District.

The then existing Government Library known as the Connemara Public
Library of Madras was declared to be the State Central Library. This was
later recognized by the Unesco as one of its Associated Projects. A
Provincial Library Committee was constituted. It is noteworthy that one
person nominated by each of the executives of (i) the Madras Library
Library Association, and (iv) The Kannada Library Association was to be a
member of the Central Library Committee.

**Children's Library:**
The Government opened a Children's Library, claimed to be the first of
its kind in India. It is located in the compound of the Office of the
Director of Public Instruction, Madras. The Library is kept open to
all the children between the ages of 6 and 14 and its working hours are
from 1 to 6 p.m. It continues to be popular among the children. The Library
is intended not only for the children, but also for the potential authors
of children's books who might be inspired to produce books in the regional
languages on the model of English books. There is also a small playground
attached to this children's library so as to give an opportunity to the
children to relax and play if they found their further reading tiresome.

**Report of Progress**

1952-53:
This is the first financial year when something worth reporting was
achieved. The amount of contribution sanctioned from State funds to the
Local Library Authorities during the year 1952-53 was Rs. 634,210 as
against the amount of Rs.271,703 in the previous year. During the year,
the total number of libraries and reading rooms was 2,888 and 989
respectively. The number of visitors to these institutions was 7,105,161
and the number of volumes used was 2,445,530.

There were three cases of thefts of books by readers from the Connemara
Public Library, which were detected by the library staff and about which
complaints were filed with the police. Prosecutions were launched in the
court in regard to these complaints and these ended in conviction of the
accused. There was one case of theft which was detected by a constable
outside library premises and the accused was convicted. There was one
case of mutilation of a book, which was detected by the staff and
reported to the police but the accused was discharged by the Magistrate.

This matter is reported here just to indicate a wrong approach to
the provision of library service. There is no country in the world,
there is no library in any country in the world, where such cases of
theft and mutilation do not occur. But no government wanting to promote
library service makes so much fuss about it. When compared to the high
level of service rendered and to the large number of books used and by such a
large number of readers, the extent of mutilation and the number of thefts
in the Library are infinitesimal. The Government itself says that the
number of persons who visited the Library during the year was 87,500 and
the number of volumes consulted was 203,557. The number of volumes lent
to the residents in the city and its vicinity during the year was 60,334.

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1 Madras. Education Department. Government Order,
No.627, 28 February 1950.
2 Madras, Education Department, Report on the Administration
When compared to these figures, how low is the percentage of the cases of theft, which were only 4, and of the case of mutilation which was only one? But the Government is the Government, especially of a country which has just become independent. The tradition dies very hard.

The Government further reports that Rs. 506/2 were collected as fine on books overdue, during the year 1952-53. This again is certainly not a healthy approach if the promotion of library service is to be advanced. The masses in India are just beginning to read. They have no tradition of true public libraries. The collection of heavy fines tends to be a deterrent rather than an incentive to the use of books. An argument may be advanced that if the overdue fine is not collected readers would not return their books in time. But the word "fine" itself is not 'fine' and is disliked by many sensitive people. Certainly some other method could be devised to educate the people in library ethics. For example, if a reader returns his book late he could be made to understand that he has violated a library law and he is guilty of depriving other anxious reader from using the books and exercising his right of equal access to books.

1953-54:
During the year 1953-54 progress was maintained in the promotion of library service in the State by the Local Library Authorities. The State Central Library continued to render useful service to the public during the year. The total number of readers who used the library was 99,853 and the number of volumes consulted rose to 244,895. The total number of libraries in the State was 1,717. There were 583 reading rooms. A total of 5,477,785 persons visited these service points. The Government sanctioned Rs. 670,608 as its contribution to the Local Library Authorities in the State. A sum of Rs. 39,310 was granted to aided libraries. Six persons were deputed to get training in Library Science at the University of Madras and were made part of the library system after graduation. Under the provision of the Act, more than 10,000 copies of publications were received as copyright deposit at the State Central Library. But there was no staff to attend to them. The Government itself says that "as the staff required for dealing with them have not been sanctioned, the books are kept bundled up, without being made available to the public."

1954-55:
The Library Movement in the State of Madras continued to make further progress during the year 1954-55. By 11 December 1954, the Government of Madras could report that all the Local Library Authorities in the State had begun their work of spreading the library service within their jurisdiction and that all the authorities, except those for the City of Madras and Salem district, had established their District Central Libraries. All-round progress was reported in the spread of library service. Tentative schemes for the spread of library service and detailed schemes for the opening of branch libraries by the Local Library Authorities were approved. Seventy-eight branch libraries and 128 delivery stations were opened during the year. The library service under the four Community Project areas and the three Development Blocks in the State was co-ordinated during the year with the library service of the Local Library Authorities in the areas concerned to provide for an integrated service.

The Community Project Department granted Rs.130,000 for the purpose as detailed below:

<table>
<thead>
<tr>
<th>District</th>
<th>Amount (Rs.)</th>
</tr>
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1 Madras Education Department, Report on the Administration of Libraries for the year 1953-54, pp. 3-7.
A sum of Rs. 36,892 was disbursed as grant-in-aid to aided libraries during the year as against Rs. 39,310 in the previous year\(^1\).

During the year there was no deputation of candidates by Government for Library Diploma Course as nearly all district libraries were manned by Diploma-holders. It is noteworthy that so many Diploma-holders were available in the State of Madras to take up the position of district librarians.

A sum of Rs. 548,695 was sanctioned during the year toward the contribution payable by Government to the Local Library Authorities under the Act.

The State Central Library continued to render useful service to the public during the year. The total number of readers and the volumes consulted were 114,075 and 358,425 respectively as against 99,853 and 244,895 in the previous year. Additional staff was sanctioned during the year to classify and catalogue the books received by the Library under section 19 of the Libraries Act.

During the year, the total number of libraries and reading rooms was 1,888 and 680 respectively as against 1,717 and 583 in the previous year. The total number of visitors to these institutions was 6,513,060.

A scheme for the opening of delivery stations around each district and branch libraries was drawn up and communicated to the Local Library Authorities, and in a number of districts steps were taken by the Local Library Authorities to open the delivery stations. One hundred and twenty-eight delivery stations were opened during the year.

Table No. 10 shows the progress of library service in Madras under the Public Libraries Act during the years 1952/53-1954/55.

Andhra\(^2\):
The State of Andhra became the second state in India to have a library law. It is to be remembered that the region now constituting the State of Andhra was formerly a part of the Madras Presidency. But as already shown while discussing the activities of the Andhra Desa Library Association\(^3\), the Andhras had been quite active in the field of library movement and not a little credit for the enactment of the library law in the State of Madras and later development of libraries under the Act could go to the Andhras.

Upon the creation of the New State of Andhra in 1953, the Madras Public Libraries Act, 1948 was followed mutatis mutandis in the State of Andhra. The Connemara Public Library of Madras was functioning as the State Central Library under the administration of the undivided Madras State. Consequently it remained in the Madras (Residuary) State. As a result of this, the State of Andhra had to build up its own State Central Library. Accordingly, the

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1 The decrease is accounted for by the decrease in size and population of the State, caused by the creation of a new State, Andhra.
2 This section is based on a special report received from the Government of Andhra.
3 supra, pp. 82-88.
Government of Andhra instituted a State Central Library for the new state during the year 1954/55. It was also decided that it should be permanently located at Guntur.

While following the Madras Public Libraries Act 1948, the Government of Andhra copied all the errors and defects of the original Act. The pattern of Madras was copied without any discrimination or critical thinking. The Director of Public Instruction was made the Ex-Officio Director of Public Libraries and the District Educational Officer in the case of a District having only one Officer, and one of the officers selected by the Director of Public Instruction in the case of districts having more than one such officer, was designated to be a member, convener and secretary of the Local Library Authority. No trained librarian was appointed for this special assignment either at the state level or the district level. The result has been slow progress and lack of proper development. It is not yet realized by the Government that merely the enactment of library law will not create efficient libraries, as if by miracle. A military war against human enemies is never fought and won without the guidance of an efficient general, skilled in the art and science of warfare. One is unable to understand how a war against illiteracy and ignorance can be fought and won without the proper direction of a library expert. Both must have the proper weapons and the skill to wield them.

The Government, however, reported that the library movement in the State was very popular. The State Library Committee was reconstituted after the creation of the new State. Local Library Authorities were also formed. The public came forward and gave full cooperation. According to the Government reports, rapid progress was made in the spread of library service by opening as many libraries as possible at all important places, especially where there was poor library service. There were 1,134 libraries in the State under the various management on 31-3-1955. The Local Library Authorities, which were reconstituted during the year 1953/54, were in charge of the library movement in the district, and had already opened a number of public libraries and delivery stations in the State. The librarians working in the District Central Libraries were reported to have obtained Diplomas in Library Science. The function of these librarians was to inspect the branch libraries working under the district library system. They also supervised the working of the Book Deposit Stations. The District Librarians issued instructions for the efficient functioning of the service points organized and administered under the Act. These librarians also served the cause of library movement by periodically conducting training courses in library science.

The Book Deposit Stations did not have their separate buildings, but were located in the elementary school buildings and kept in charge of the teachers of these schools. The teachers were trained in adult education methods and were given some extra remuneration for the services rendered in connection with the servicing of books at the delivery stations.

The Local Authorities prepared a schedule according to which they opened new branch libraries as and when desired. The main consideration for the opening of a new branch library was the availability of funds and the needs of the locality.

The main sources of income for the Local Library Authorities were (a) Cess collections at the rate of half anna for every rupee on house tax or property tax collected by municipalities, panchayats etc., and (b) Government contribution under Section 13(3) of the Madras Public Libraries Act 1948.

Progress has been very slow in constructing new buildings to house the District Central Libraries. From personal observation in a District Central Library in the State of Madras, organized and administered under
the Madras Act, and from oral testimony of Madras librarians, the fact emerges that there is no dearth of money. The people of the locality have provided plenty of funds through taxation, which were lying idle in the Government Treasury. The writer was informed by the District Central Librarian of one District that not less than six hundred thousand rupees were collected through taxation, but all this money was appropriated rather misappropriated by the Government of Madras as a loan from the District Library Authority for purposes other than library development. The library at the District Headquarters was housed in a small rented building. The small reading room was full to capacity. There were no tables or desks at which to read. The readers kept their books on their knees. This was really a pathetic scene. It was encouraging to see the earnest desire on the part of readers to read books even in such adverse circumstances. On the other hand, it was distressing to think how non-cooperative the Government was in providing proper building for the library. The building had two floors only. This was the situation of the first floor or the ground floor, as it is called in India. On the second floor there was a small room at one end, which would be hardly sufficient for ten people. But more than twenty persons were either sitting or even standing and reading the newspapers. Some were standing even in the hot sun. Nowhere in the world would there be such avaricious readers governed by such non-library-minded apathetic government! It must be assumed that the conditions in Andhra are the same. The scales of pay of the library staff is the proof, if any more were needed. They are very very low indeed.

During the year 1955 the Government of Andhra sanctioned the inauguration of a Mobile Library Service in West Godavari District and there were proposals to put this scheme into effect. The Government also revised the scales of pay of the different grades of librarians.

Grade I Graduate with a Diploma in Library Science: Rs. 85-5-125-10-175.
Grade II Intermediate with a Certificate in Library Science: Rs. 65-5-125.
Grade III S.S.L.C. (High School): Rs. 45-3-60-2-90.

It also sanctioned the deputation of two Deputy Inspectors of Schools for undergoing training in the Diploma Course in Librarianship at Delhi University during the year 1955/56. At the same time, the Local Library Authority in the State deputed the librarians working in the District Central Libraries to attend the Sixth National Seminar on the Role of Libraries in Social Education held at Delhi. The Librarian of the State Central Library also underwent training in the Diploma Course in Librarianship at Waltair.

The Inspection of the District Central Libraries was conducted by the Special Officer for the Administration of Public Libraries Act and Audio-Visual Education, attached to the Office of the Director of Public Instruction, Andhra State.

During the Second Five-Year Plan period the Government proposed to open a Branch Library at the Headquarters of each taluk, and as far as the funds permitted, at all places with a population exceeding 5,000. The Government sanctioned the following staff for the State Central Library.

1. One Librarian Rs. 175-10-22-15-300
2. One Assistant Librarian (Graduate with a Diploma

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1 The scales of pay are miserable! These are revised!! One wonders what would have been the unrevised, old scales!!!
2 The scales of pay are again miserably poor.
3. One Reference Assist.
   (Graduate with a Diploma in Librarianship) Rs. 85-5-125-10-175
4. One Upper Division Clerk Rs. 80-3-95-5-110
5. Two Lower Division Clerks Rs. 45-3-60-2-90
6. One typist Rs. 45-3-60-2-90
7. Two attendents Rs. 24-1-35
8. Five peons Rs. 18-1/2-25

An amount of Rs. 92,360/- was spent during the year 1954/55 on the purchase of books, etc. However, there were no proposals under consideration for the establishment of a separate Department of Public Libraries.

In the year 1954/55 Rs. 240,222/- were collected as Library cess and the Government contributed the same amount for the development of libraries in the State. The Table No. 11 demonstrates the position of Public Library System in the State of Andhra as of 31 March 1954.

HYDERABAD

The history of library legislation in Hyderabad is the shortest and presents a very sad end. Formerly a princely State, Hyderabad was incorporated into the Indian Union following the post-independence integration of princely states with the Union of India. It was the second largest part B State, with an area of 82,313 sq. miles and a population of 18,552,964. It was a progressive State. The Hyderabad Library Association, established in 1952, worked hard and became instrumental in getting a Library Law enacted in the State. Thus Hyderabad became the first;off; Part B State to have a Library Law in its Statute Book.

Origin:
The Hyderabad Public Libraries Bill, 1954 was introduced into the Hyderabad Legislature by Gopal Rao Ekbote, Education Minister, on 15 September 1954. The first All-Hyderabad Library Conference was held at Hyderabad (Dn) from 25-27 2 "Proceedings," December 1954.

Inaugurating the Conference, Hon'ble Ekbote spoke about the then impending library legislation in his state thus:

There is a dire necessity of a planned library movement if a network of libraries is to be spread throughout the State, catering to the needs of both the rural and urban areas. In view of the necessity of such a Library Service, a suitable Library Legislation called the Hyderabad 'Public Libraries Bill 1954' was introduced in the State Assembly in August 1954.

The Act visualizes the establishment and maintenance of Public Libraries both in the rural and urban areas of the State. The Bill recognizes that the Library Service is a social service and makes it a charge upon the Community by raising a library cess.

Growth:

1 This is the most distressing factor.
3 ibid
The Bill had no difficulty in becoming a Law. It took only five months for Hyderabad to transform the Bill into an Act and thus reached the second landmark in the history of library legislation in India. This merely proves the old adage, "Where there is a will, there is a way." The Bill was sponsored by the Government itself. There was neither the Governor nor the Governor-General of the old British Imperialist Regime who could stop the wheel of progress by refusing permission for the bill even to be introduced. This is the difference between the government of an independent state and the government of a dependent "province." The State of Madras was able to achieve a Library Act—even though very weak and truncated—only after the Madras Library Association had struggled very hard for more than two decades. All honor to the Hyderabad Library Association, established only in 1952, to bring about a Library Act in the State in less than three years!

Writing to K. M. Ujlambkar, editor of the Granthalaya, the organ of the Hyderabad Library Association, on 29 March 1955, K. M. Sivaraman, the Secretary of the Madras Library Association, said: "I am very glad to note that the Hyderabad Public Libraries Bill has become an Act—What the Madras Library Association was able to achieve after 25 years, you were able to get in 3 years'."

The circumstances under which the Madras Library Bill was drafted and introduced into the Provincial Legislature have been already narrated. It has also been shown how even the hesitatingly drafted weak bill was mutilated beyond recognition before it became an Act. It is also proved in what inefficient way the Act is being implemented. The entire episode is pathetic and gloomy. On the other hand, the story of Hyderabad Public Libraries Act presents a bright picture. It was drafted in an atmosphere of complete freedom. There was no fear of any Viceroy rejecting it. It was piloted by the Education Minister, who was devoted to the library cause. It is but natural that the Hyderabad Act should avoid all the mistakes of Madras Act and contain as many good features as possible. R. Suryanarayana Sastry and Pawan Kumar have made a comparative study of the Public Libraries Acts of Madras and Hyderabad and have shown how the latter is far superior to the former.  

The Changing Map of India

However, the Hyderabad Act had a sad end. The creation of a new Andhra State in 1953 increased the number of states in India having a Library Act. Until that time, Madras was the only state in India with a library law. On 1 October 1953 a new State of Andhra was born. It consisted of the regions formerly a part of Madras. Thus the number of states with a library law doubled. On the other hand, the reorganization of Indian states on 1 November 1956 caused a progressive state of Hyderabad, having a fine library law, disintegrate and disappear. It was divided into three parts which were merged with three neighboring states of Andhra, Bombay and Mysore. It is to be seen how far the three parts of Hyderabad are able to affect the library development in their new home, i.e., whether they cause further development of the states with which they are merged, or whether they get deteriorated in the less developed conditions of the other states with which they are merged. The Madras Library Law is far inferior to the Library Law of Hyderabad. The State of Andhra is implementing blindly all the features of the Madras Law, without any change or improvement. Thus all the mistakes of the Madras Law are being perpetrated in Andhra. The

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districts of Hyderabad now forming part of Andhra will have to face a major problem: whether to follow the progressive law of Hyderabad or the old and outmoded Law of Madras.

CONCLUSION

The history of the Indian library legislation naturally turns out to be a story of the struggle selflessly carried on by India's library workers during the past thirty years or so for the promotion of library legislation in India.

The Madras Public Libraries Act 1948 was the first library law in India. Due to historical and political reasons, the progress in Madras has been very slow.

Madras was followed by Hyderabad in early 1955. It had a library law far superior to that of Madras. But before it could show its potential power, the State disappeared from the political map of India--a real irony of fate! The State was divided into three parts, which were merged with three neighboring states.

The enactment of a library law or merely the provision of finance does not insure healthy growth of libraries. The history of the library development in Madras, even after the State had secured a Library Act, shows that unless there are able leaders to lead the readers toward the goal of educational advancement and enlightenment, a library system cannot grow--cannot develop.

What is a necessary condition for the development of library service is the urge of the people themselves to take advantage of the knowledge embodied in books. And for this to happen, people should be educated, they should be made literate; they should have enough leisure too. The accounts of the progress made by some outstanding libraries in India show what can be achieved by energetic leaders. The masses have got the latent power, which is to be activated by the leaders. Unless there are able leaders with real courage, vision, fortitude, enthusiasm and energy, library development will surely remain an imagination only.
CHAPTER V

LIBRARY DEMONSTRATION

The Delhi Public Library

The Delhi Public Library is the first of its kind not only in India but throughout Asia. Moreover, this was the first public library to be inaugurated in independent India in a planned manner. The adjective "independent" is used purposely, because the former princely (native) State of Baroda had achieved tremendous success in developing universal, free, public library service more than four decades ago. The story of this achievement made possible by Baroda under the guidance and blessings of its noble library patron, H. H. the Maharaja Sayajirao Gaekwar of Baroda, has already been told. The unique feature of the Delhi Public Library lies in the fact that it was an international project, intended to be a demonstration enterprise, not only for India, but for all the countries whereever library development is being contemplated or desired. In the history of the government of India, this was the first occasion when the Government of the country had come forward to provide free public library service to its people. It was started at the initiative of Unesco. Expert British librarians came to India to serve as consultants at the formative stages of the project. This library was designed to be "public," that is, supported by the people, and open to all the people, irrespective of caste, creed, religion or any other differentiating characteristic. Men and women of every age and status have had free access to the library since its very inception. However, it was not founded on any legislation or taxation.

GENESIS

The library originated from a proposal made by Unesco to the effect that a demonstration public library be established in a member state as part of its campaign for the spread of fundamental education. The seeds of the project were sown at the Fourth Session of Unesco's General Conference held at Paris in September-October 1949. Unesco resolved to "organize in one of the Member States at the request, and with the assistance, of the Government and as a part of the campaign for the spread of fundamental education, a Pilot Project for Public Libraries mainly intended for persons who have just learned to read and write".

The Government of India showed wisdom in asking the Unesco to allow India (i.e. Bharatavarsha--the ancient land of Bharata) to be the member state wherein the library would be inaugurated, and having the privilege of initiating such a demonstration project. The Government of India thus established a landmark in the history of library development in Asia.

The full significance of this great decision on the part of India is well attested by Jaime Torres Bodet, the then Director-General of Unesco, in his message to the celebrations of the opening ceremony of the Library. Said Mr. Bodet:

1 Delhi Library Board, Delhi Public Library (Delhi, 1951), p. 3.
2 ibid, p.4.
The opening of the Delhi Public Library is an act of faith by the people and the Government of India that brings closer to realization the aims and objectives of Unesco. By this act Delhi and India testify to the world their belief in the right of all men and women to seek, receive and impart information and ideas through books and publications. Unesco is proud of the part it has been allowed to play in helping the people of Delhi to establish a Public Library Service in Delhi and is confident that the success of this undertaking will assure the rapid expansion of such services to all parts of India.

This praiseworthy action on the part of Unesco was based on its conviction that the mere issuance of a "Public Library Manifesto" was not sufficient. If real progress in the library field was to be achieved—if real advancement in the development of public libraries in less developed countries was to be made—the ideals expressed in the Manifesto must be transformed into reality.

In other words, it was realized that mere enunciation of theory would serve no purpose unless it was proved and demonstrated by being put into practice. Unesco had to come forward from the level of pure talk to concrete action. It was felt that the development of effective public library service in under-developed countries could be achieved better through demonstration. The people of such countries, which are not as advanced as some other progressive nations of the East as well as the West, have no idea of what free public library service means. Even those who are running the show of the Government of the country and should know better have little knowledge of the nature, scope and function of free public library service.

The project was designed to be entirely Indian in character, providing service to Indians in the way best suited to them. It was not planned to be a western tree transplanted in Indian soil, but one to be nurtured and developed in India, under the Indian environment. It was to be guided and supervised by western experts to begin with, bearing upon it all their knowledge to make it yield the best fruits capable of fulfilling the needs of those for whom it was intended. It is an open question whether this purpose was achieved.

**GROWTH**

**Preliminaries**

The Ministry of Education of the Government of India, having decided to play the role of the host and be the agency to transform the Unesco objective into reality, invited E. N. Petersen, Head of the Public Libraries Development Section of Unesco, to Delhi in order to make preliminary arrangements. Petersen came to Delhi in November 1949 and drew up a provisional agreement stipulating that the library should be located in Delhi, that a temporary foreign library director be appointed and that an Indian director-designate be selected and deputed for library training abroad.

Edward Sydney, Borough Librarian of Leyton, was appointed as the first Unesco Consultant and Advisory Director. He arrived in Delhi at the end of 1950 and worked for the project until June 1951. The success of the project owes a great deal to this experienced British librarian. He was the connecting link between the Government of India and Unesco. He was also responsible for the selection of the staff as well as a site for the Library. It was Sydney who designed the entire machinery in
cooperation with Ranganathan and transformed the idea of a library into a reality.

A new agreement was signed between the Government of India and Unesco on 22 May 1951, which covered the first four years of the project. The agreement stipulated that "library shall carry out the policy of the Unesco Public Libraries Manifesto" in the following terms:

1. The Public library pilot project shall be known as the Delhi Public Library (in association with the United Nations Educational, Scientific and Cultural Organization)
2. It will provide a public library service for the people of the city of Delhi and shall be a model for all public library development in India and in all other countries where similar development of public libraries can be undertaken.

In order to implement the plan and to conduct the work, an ad-hoc body, called the Delhi Library Board, was created.

Finance:
This agreement also provided that during the first four years of the project (1951-54), Unesco would contribute a total of not less than 60,000 and that the Government of India's contribution should be not less than the equivalent of 120,000 in rupees. The city of Delhi also was required to pay Rs. 25,000.

The library was fortunate in many respects from the very beginning. The most important factors in the successful development of public libraries is undoubtedly adequate financial support. This was assured.

Personnel:
The next important element of the institution was a trained personnel. The Library was able to employ trained graduates from the School of Library Science of the University of Delhi. Thus another factor in library organization was readily secured. Not only did the Delhi University provide almost all the trained personnel required by the Delhi Public Library, but it also gave one of its experienced staff members to take the position of children's librarian. This member of the staff, who was a graduate of the Delhi School of Library Science, had also worked in the Delhi University Library.

Des Raj Kalia, a graduate of Punjab University with library training and experience, was selected as the Indian Director-Designate of the library and was deputed to visit some important libraries in the United Kingdom, Europe and the United States. He toured these countries for more than six months and obtained firsthand experience in the functioning of library service in those countries.

Although much has been written about the Delhi Public Library, one does not find even a mention of that great personality, who was the guiding spirit of the project from its very beginning. It was S. R. Ranganathan who guided the entire planing of the library from the very beginning and influenced each and every facet of its organization and administration. Unfortunately politics plays havoc even in the academic world and mars many a public project. The Delhi Public Library was unique in many respects. Unlike similar libraries in India and abroad, it was not built upon the foundations of any existing library. In other words, there was no hindering tradition. It could have been the best laboratory for experiments in Indian library techniques. But it did not adopt the Indian way of libraries and librarianship. Evidently, the spirit of

Ranganathan was thrown out. Those who took charge of the vehicle drove it through another highway. A great opportunity to develop and maintain Indian traditions was thus lost forever.

The Building:
The Library was not fortunate enough to have an Andrew Carnegie who could donate a fine, spacious building. No new building was constructed for the purpose, probably because the organizers did not want to spend a large sum on it. A very poor building near the Railway Station in Old Delhi, called Dalmia Jain House or Wavell Canteen, which was built as a serai (shelter) for troops during the war, was taken over. It lacked the grandeur of a library such as found in many of the progressive cities even in India. According to many library-users and non-users, it was most unsuitable, being quite out of the way and far away from the residential portions of the city. However, Gardner says: "The premises chosen for the library were most suitable both in their site near the main railway station in Old Delhi in a very thickly populated area, and in their adaptability for library purposes."

The Assets:
The library was fortunate in securing from the very beginning adequate finances, an expert personnel, and a good library authority, which proved to be great assets for the future. The real difficulty, however, was encountered in the area of one of the library's primary constituents--the reading material. The library had to be built from scratch. No other library was available whose books could serve as the nucleus. The difficulty was resolved with courage and foresight.

INAUGURATION

The library was formally opened on 27 October 1951 by the Prime Minister, Jawaharlal Nehru. The ceremony was performed under the presidency of the Union Minister of Education, Maulana Abul Kalam Azad. Shri Nehru said on the occasion:

The library which is being opened today under the auspices of Unesco to meet the needs of newly literate adults is merely a beginning. But it is a right beginning and the measure of its success is worth watching.

The library is meant to be a new venture. There is a justifiable passion for the spread of literacy, but somehow that passion is subsided as soon as one has learned alphabets. That is completely useless and the sooner we put an end to this business of removal of illiteracy in this excessively limited way the better for us.

The only right approach is to carry the process of education further. After literacy has been obtained very few individuals get opportunities, while others forget what they learned. The present library is meant for those unfortunate persons who had no opportunities in life and who would not have them now. It is hoped that the library would not be a mere collection of books, but would represent the bigger idea of trying to understand emotionally the problems of the common man and to create a basis of emotional awareness in him.

Maulana Abul Kalam Azad declared:

1 F. M. Gardner, The Delhi Public Library Project (Paris, Unesco, 1952), p. 5. These were merely barracks!
2 The Hindustan Times (New Delhi), 28 October 1951.
The task of social education which faces the country is a colossal one and would require the devotion and service of all national workers. The need of such a library for social education is self-evident. Adults who acquired literacy at a comparatively advanced age could not be expected to read many books during their period of education, and there is the risk of their relapsing into illiteracy unless they were provided with books, journals and newspapers that would be both interesting and intelligible to them.

A library service, which would provide suitable literature for persons who had attended the basic and primary schools, is an essential condition for the maintenance and development of literacy in the country.

Expert Guidance Continued

Having completed his assignment, Sidney returned home and Frank M. Gardner, Librarian of the Luton Public Library (U.K.), came to India to serve as the Unesco Consultant. He was there from November 1951 to June 1952. He did considerable work to make the library a success. In the words of Kalia, "the Library would not have been so well integrated and placed on sound footing but for the excellent job rendered by Mr. Gardner. Putting it literally (figuratively?), whereas Mr. Sydney planted the sapling, Mr. Gardner nurtured it to a stature that can stand all inclemencies of weather, assuring brighter prospects of bearing fruit."

Gardner also took a leading part in the Unesco International Seminar on the Development of Public Libraries in Asia held in Delhi from 6 to 26 October 1955 under the joint sponsorship of the Unesco and the Delhi Public Library.

SERVICES

There were four departments in the library when it was opened: viz (1) Social Education; (2) Children's; (3) Lending and Newspaper Room; and (4) Processing. It was kept open twelve hours a day, 355 days of the year, only ten holidays being observed during the year.

Membership in the Library was kept free from the beginning. The Library was used heavily from its start. The Delhi Library Board report\(^1\) indicates that during the first five months, 122,321 people had used the main library or about 850 per day. A total of 38,757 books were loaned, on an average of 285 per day. There was a great demand for books in Hindi. The total number of books at the beginning was about 8000.

Social Education Department:

The Social Education Department was started in order to conduct activities, such as lectures, exhibitions, discussion groups, dramas and film shows, which might be termed as adjuncts to book service, but which are not yet universally recognized as falling within the sphere of Public Library Service. It was hoped that the less-educated people would be attracted to the Library through these cultural activities, which do not require the ability to read and could be well followed by illiterate masses. But it was found that few people came primarily to take part in these activities. However, this Department, especially its exhibitions and film shows were quite popular from the start.

This Department became a fruitful activity of the Library. Many experiments were carried out to attract more people. There were many

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2 Delhi Library Board, Delhi Public Library, First Annual report, 1951-52 (Delhi, 1952).
failures which led to further trials and subsequent successes. Six groups were formed, viz drama, debating and discussion, literary study, old people\(^1\), arts and crafts, and music. These activities proved very popular. They were organized by the participants themselves with the help of the Library, which provided accommodation, some expenses and the services of Social Education Officer.

With reference to the activities described above, Makin remarks\(^2\):

> It is perhaps unfair to criticize what is undoubtedly a fine project, nevertheless...large scale extension activities are also open to criticism, for whilst in no wise denying the value or popularity, one is left to wonder if a new library such as this would not be better employed in perfecting its primary function, the provision of books.

Work With Children:
The Children's Department also became an important activity of the Library. Here again the same difficulty of finding suitable books was encountered as was experienced in connection with other groups of readers, especially the newly-literate. Books in foreign languages with profuse illustrations were purchased in bulk and "paste-in" translations were inserted, thus making them useful even to the children who could not read the foreign script. Attempts were made to attract children to the Library and enable them to feel that it was their own library. The Library also co-operated with the schools to spread the message of the library even in the schools--the formal agency of education.

Other Activities:
The Library organized many activities independently. For example, a series of twelve lectures on various aspects of Indian progress since independence was outstandingly successful. Commenting upon the ready response of the audience, Gardner says: "It seemed to me that the response was greater than a similar series would have been in England and the audience was much more ready to join in discussion\(^3\)."

Another important activity undertaken by the Delhi Public Library was the work with the newly literates which was a bit difficult. The Library also contributed to the production of easy-to-read material for adults and children. Unesco had provided part of its grant to the Library for this work. A subcommittee was appointed which did valuable work in the production of suitable literature.

OUTWARD SERVICES
The Delhi Public Library had not opened any branch up to 1958. However, it provided library service to those who were unable to visit the library through a mobile library and deposit stations.

The Mobile Library\(^4\).
This service was started in 1953. By the middle of 1955, the book van was visiting fifteen places, seven rural and eight urban. The Mobile Library van was a modern one with a capacity of 2,000 volumes.

\(^1\) A term used in the United States for "old people" is "senior citizens."


\(^4\) Called Bookmobile Library Service in the United States.
Deposit Stations:
In cooperation with the Social Education Department of the Delhi Municipality, the Library started some deposit stations. It supplied books to seven deposit stations in Social Education Centers in Delhi. The library routine was carried on by the staff of the Social Education Department. The deposit stations attracted more women, more older persons, and more people with lesser educational background than the main Library.

Obstacles In The Path

One of the serious problems faced by the Library from the beginning, and over which they had little or no control, was the dearth of books in Hindi and other Indian languages. This problem can be compared with the plight of a host who had declared an "open house," but was unable to secure enough food for his numerous guests. There were no books! Of the three constituents of the library--books, readers, and staff--the first was scarce. The Library was meant especially for the newly-literate and the common folk. During the past 150 years or so the Indian languages did not get enough opportunity to grow and flourish, English having been the official language of the British administration. Almost all the Indian thinkers and writers who studied abroad or even at home used English as the medium of expression.

Owing to historical circumstances and political reasons the Indian languages were allowed to suffer from under-nourishment. The result is that today, even after years of independent life, India does not have enough literature dealing with the latest ideas expressed through the Indian languages to cater to the needs of the lower strata of the society. The production of such literature did not receive due encouragement from the Government of the country. This dearth of suitable popular literature is the greatest handicap libraries in India are facing today and will continue to face in the immediate future. This phenomenon is common to all countries where a foreign language was made the favourite language of the country by the rulers.

The Government of India has been trying in recent years to eradicate this evil. One of the fine efforts in this direction is the establishment of the National Book Trust of India.

The paucity of suitable books in Hindi and the difficult problems faced by the Delhi Public Library remind one of a similar situation described by Ranganathan in his Reference Service and Bibliography. According to him, reference librarians in India are like water carriers in a desert, where everyone is crying for more and more water, but there is not enough to reach all who need it. The lack of suitable reference books for Indian readers puts the Indian reference librarians in the same pitiable situation experienced by the librarians of the Delhi Public Library. Gardner says: "Very early in the library's history we came up against not just a lack of books on the subject we required, but an over-all shortage of books in Hindi and Urdu".

It is sheer nonsense on the part of Gardner to say that the shortage of books in Hindi on technical subjects "may be due to the unsuitability of Hindi for technical books. The capability of Hindi language for technical books can be very well demonstrated by fact and figures, but we will need a lot of space and time if we try to educate Gardner and his teachers who taught him this absurd idea.

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1 F. M. Gardner, op. cit, p. 15.
Library Education at the Pre-Professional Level

The Delhi Public Library had to face another serious problem in connection with the employment of lower paid servants. The University of Delhi was able to supply the professional staff, highly qualified as well as adequate in number. But there were no suitable persons who could work successfully at the sub-professional or pre-professional level.

Discussing this problem, Gardner says:

There is in India a great gap between the university graduate and the semi-literate worker. There seems to be in India no reservoir of young people fresh from school ready to take up a career at the bottom of the ladder, with opportunity to acquire technical qualifications later....To use semi-literate adults for such work as shelving and book preparation requiring some physical effort, but also a certain intelligence, seemed to me not only to create inefficiency--it cut off potential senior staff from valuable routine experience.... I am not at all sure that a university degree and post-graduate training should be the sole qualification for librarianship; there should be some opportunity for young people to pass through lower grades of professional qualifications, and there should also be some form of pre-graduate practical training.

It is surprising that Gardner did not know about such training as being offered by the Aligarh Muslim University and the Delhi Library Association. There is a clear case at the University of Delhi Library where even non-matriculates were hired at the lowest step of the ladder and were successively promoted to the higher ranks as they acquired more academic qualifications as well as practical experience in library work. Indian library schools have already established four level of library education to meet the demands of the four grades of library workers, viz 1) Leaders; 2) Deputy leaders; 3) Professionals; and 4) Semi-professionals. The levels of education are 1) Ph.D.; 2) Masters' degree; 3) Diploma; 4) Certificate.

THE SUCCESS

In spite of many obstacles, success was achieved by the Library in attracting people and serving them through reading and kindred material. The Annual Report of the Library for 1951/52 states:

During the first year of the operation, the Library served 585,119 persons; 360,907 visited the Lending Department, which serves both the readers in the library as well as issues for home reading; loaned over 180,000 books; 128,000 persons used the Newspaper Section; 74,070 children were served by the Children's Department; and the Social Education Department, where cultural activities were organized, served 21,386 persons. On an average, 1,655 persons a day visited the library.

1 ibid, p. 8.

2 Delhi Library Board, Delhi Public Library First Annual Report, 1951-52 (Delhi, 1952). Appendix.
By the middle of 1955, the Delhi Public Library could claim a total book stock of 62,690; total annual loans at 386,236; and the total annual expenditure as 258,572 rupees.

By January 1956 the total book stock was recorded to have reached the figure of 80,381 and the total membership was 31,654.

According to another source, during the years 1951–55, the library had lent over a million books and by the end of 1955 was serving 70,000 people a month. These figures speak for themselves. They show what a tremendous progress has been achieved by the library during its short period of four years' existence.

Incidental Gains

Apart from the fact that this Library has been able to serve the people with books and to satisfy their thirst for knowledge, it has produced many satisfactory results. It was a demonstration project and successfully demonstrated many facts. It became the focus of attention of the people as well as of the Government of India. It drew the attention of those who aspire to serve the people through books. It provided many opportunities to show the true nature, function and scope of public library service.

While opening the Library, Prime Minister Nehru said that he had heard of the project some two years earlier, but did not know what it was about. He added that since Unesco was sponsoring it he thought it must be good! Continuing, Pandit Nehru said: "Then I heard more about it from Sydney and it fired my imagination. It is a good thing for one's imagination to be fired."

It really fired the imagination of many. It has been a center of gravity for many library workers in Asia desirous of knowing what a modern library looks like, how it functions, and how much it can achieve.

Unesco Seminar:
The Delhi Public Library played a major role in organizing and conducting the Unesco Seminar on the Development of Public Libraries in Asia from 6 to 26 October 1955. The Seminar was a part of Unesco's movement to promote public library development throughout the world. Its purpose was to study the principal public library problems in Asia and to prepare plans and proposals for the development of public library services in Asian countries.

Forty-six librarians and educators took part in the Seminar. They came from Afghanistan, Australia, Burma, Ceylon, Indonesia, Japan, Malaya-British Borneo group, Nepal, Pakistan, Philippines and Thailand. Sixteen countries were represented.

The inaugural session was addressed by the Minister of Education, who announced that the Government of India had decided to create a National Book Trust for the production of healthy literature for the masses. He also stated that India planned to set up district libraries with mobile services all over the country and that one hundred had already been organized, or were in the process of being established. Prime Minister Nehru also visited the Seminar and spent some time at the Delhi Public Library addressing the Seminar members.

Evaluation of the Project

At the time the Unesco Seminar was held, Frank Gardner presented the results of an evaluation of the Delhi Public Library Pilot Project, acquired through

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2 ibid.
a systematic survey of the Library and its users, carried under the auspices of Unesco with cooperation of the Delhi School of Social Work.

The Seminar made many useful recommendations:

Somewhere in Asia a young man is on his way to the public library. He appears to be under thirty, he is probably unmarried, and he is either a student or a clerical worker of some kind. The library is some distance from his home, and he has to make a special journey to get there, since it is not on his regular route to office or university, but he goes fairly regularly, and has been a member for quite a long time. When he gets to the library he will spend a little time reading, probably a newspaper, or perhaps one of the reference works, before he changes his book, which he prefers to read at home. He is allowed only one book—he would like more but the library has not yet a large enough stock to permit this.

Though he can read English and possibly Urdu, he usually prefers a book in his native language, Hindi—if he can find one. He probably chooses a novel by an author he knows, most likely a love story or a story of modern India. He is not greatly concerned about the newness of the book—it is the contents that interest him. If he wants a non-fiction book he takes it because of its general interest rather than as a source of information for use in an examination or a college assignment. He would probably prefer a biography, but there aren't enough in Hindi, so he may take out a book of plays or poetry, of which there are plenty.

Thus begins the story entitled Five Readers a Minute, Eleven Hours Every Day in Asia's Busiest Public Library by Gardner. The picture of a typical reader presented above is not imaginary; it is based upon a systematic investigation carried on under the sponsorship of Unesco by Gardner with active cooperation of the Delhi School of Social Work.

When the Unesco Seminar was held, the Delhi Public Library had been in existence only four years, yet it had demonstrated many facts and had enabled Gardner to make far-reaching revelations. Here are some of the more important points brought out by the survey:

More than forty questions were put to not less than 1,300 people—both users and non-users of the Library. Their cooperation was astonishing.

The author says, "It is itself a commentary on social habits." The first important point revealed by the study is that the membership of the library is almost exclusively male. The children are very much attracted toward the books; and that the women, though not visitors to the Library, read at home by asking their menfolk to borrow books on their behalf from the Library. Ten percent of the people read books aloud to their family members. The readers prefer to read at home. The Library's main business is lending. It has lent out over a million volumes during the years 1951 to 1955—the first four years of its existence. Regarding the purpose of reading, the study says:

1 Unesco Courier, 9 (February 1956).
3 ibid, p. 5
Of 220 readers questioned, only 17 said that they used the public library for college or school assignments, and another 17 to prepare for examinations. Eighty-four people said they read for general interest; 49 to increase general knowledge. Ten had the laudable ambition of getting a better job and 35 wanted to improve their reading ability.

While the study showed many facts of a positive nature, it also brought out much reliable information of a corrective nature, thus belying some misbeliefs, and correcting many wrong assumptions held by skeptical people. For example, before the project was initiated, pessimists had predicted that the library would not be used at all, since most of the city's population was illiterate. "Nevertheless at the end of the first year 2,300 readers a day were visiting the Library, and for 78 percent of them this was their first visit to a public library." As pointed out earlier, the library lent out over a million volumes during 1951-55, and this when books in Hindi--the most commonly understood language--were very scarce.

Another assumption proved wrong by the study is that "a public library in Asia is likely to be swamped by students seeking additional textbooks." Still another false assumption prevalent among unthinking people was: "The demand for public libraries in Asia could be satisfied by newspaper reading rooms, and that home conditions might limit the value of lending libraries." This too was proved false. It is no wonder that more readers prefer fiction, but it is a wonder that "the most disliked subjects are politics, psychology and technology."
The taste of the villager is more solid than that of the urban reader. He prefers biography, religion and literature.

All the readers were united in voicing the complaint that there were not enough books. All demanded books--more books, and still more books. One of the greatest problems faced by the Library since its inception was the dearth of suitable books in Hindi--in quality, quantity and variety. The report declares:

Thus the Delhi Library is being defeated by its own success. The fact that nearly 50 percent of its readers travel a mile or more to use it, that the unbearably hot summer of Delhi makes no difference at all to library use, shows the eagerness of the readers.

Gardner's study concludes with these words:

One of the most startling facts brought out by the survey is that 26 percent of the library's 20,000 readers did not read at all before joining the library and 60 percent have no books whatever at home. More than anything else, the need for more public library services in Asia is shown by these two facts.

The study revealed that knowledge of the library was widespread.

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1 ibid, p. 7.
2 ibid, p. 7?
3 ibid
Few people showed lack of interest in reading. Lack of time and distance were given as the causes of non-usage. The study also indicated that the book fund was not sufficient to maintain book stocks in good condition. It was feared that "in establishing libraries in Asia, the shortage of books, with necessary heavy duplication, would lead rapidly to saturation of usable material, with unwanted titles lying on the shelves. This fear was not borne out by experience in Delhi."

With regard to income, expenditure, and maintenance of service at a reasonable level, the study concludes:

> The cost of operating the Library, with cost of books, salaries and necessary overhead included, roughly balances the stable income of about Rs.220,000. But it is doubtful if the present expenditures on books, binding and salaries, are sufficient to maintain the service at its present level.

At the end of his report, Gardner declares:

> To the writer, the really outstanding and surprising discovery in this Assessment is that every figure, every section of the enquiry shows a deep interest in reading, and appreciation of the value of books for their own sake. The opening of a free, open access library has revealed an unsuspected reading public. It is a great need that will send a reader over a mile and half in a hot climate under his own power to take advantage of public library facilities, that will impel him to use very heavily a very small Reference Library. One wonders also if there are many countries in the world where one user of a library in ten still reads aloud to his family?

> One is bound to conclude that if facilities in India... were available for reading as they are in some countries, library use among literate people would be much greater than it is in those countries.

Every Picture Has Two sides

The above view of the Delhi Public Library is based upon the official reports and statistics published by the organizers and administrators of the institution. However, every picture has two sides! Here is its other side! With reference to this Library, Ranganathan says:

> Delhi was virtually a library desert. Unesco stepped in with all good intention; it sponsored a pilot library as a demonstration. But unfortunately, it was beset with many handicaps...Unesco helped in putting money, out of proportion, on "gay decoration," visible materials, and administrative forces. These visible factors of affluence could have been turned to good account in providing the less

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1 ibid, p. 23.
2 ibid, p. 27
3 ibid, p. 31.
tangible library service to the people, which was the objective of the project....This project, known as the Delhi Public Library, has become much like the proverbial "model school" of the training college of old, an euphemism; for it becomes "anti-model" of what a public library in India can not afford to be; it turns out to be a model to show the preventive steps to be taken against the camouflage of the courtier type of men licking those above, kicking those below, and brushing aside the public with a superior air of officialdom--an inheritance from the pre-independence days.

In spite of all such happenings, the pilot library has demonstrated, to those who could not know it already, the great hunger for books, information, and knowledge which has grown in our people during recent years. Time has come to change over from library propaganda to library service

THE FUTURE UNCERTAIN

Reference has already been made to the voice of dissent uttered by a British librarian against some of the methods and means applied by the Delhi Public Library to achieve the limelight and the kind of non-library services provided by it, through the lavish spending of public funds, to the neglect of other fundamental activities which should have been the subject of primary attention. A criticism coming from a British librarian has more value because, as one of the accounts written by Gardner himself is entitled, it is the British librarians who have brought to India its first free public library1. Incidentally it might be added that Gardner seems to have completely forgotten the extraordinary progress made by Baroda more than four decades ago!

However, in spite of the fact that Unesco poured money into the project out of proportion and made the Government of India triple the amount, yet the huge income of Rs. 220,000 per year is not regarded sufficient by Gardner. He doubts whether the present expenditures on books, binding and salaries are sufficient to maintain the services at their present level.

Gardner has raised one kind of doubt: Whether the current income will be sufficient to maintain the service at the present level. But one may raise another question: Whether the present amount of income itself will be continued in the future? And what about the Fifth Law of Library Science: Library is a growing organism! If today an income of Rs.220,000 is not regarded sufficient, in about five or ten years the library may need Rs.440,000 to keep its neck above water!

Legislative vs. Executive Action

After all has been said and written about this project of the Delhi Public Library, one may still raise the question whether it would stand on its own feet and would be able to make progress the way, the public is told, it has been doing during the past four or five years. As already mentioned, not a little credit for the success of the library goes to Unesco, which initiated the project, assured financial support to begin with and made expert librarians available to guide in the initiation and development of the project.

But now that the Unesco has completely withdrawn and the ad-hoc body of the Delhi Library Board has no power to raise money, but has to depend solely on what is given by the Government as a grant, there is no guarantee that the Delhi

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Public Library will continue to receive the same generous financial support it had received in the beginning.

This presents a perennial problem--legislative action vs executive action. The most secure and stable financial basis for a public organization such as the public library, whose value is always questioned, is through taxation--money provided by the people under a compulsory law.

Library finances derived through executive action are like a pond, whose water supply could dry up the moment there is drought of financial stringency in the Government. It is subject to the fluctuations of the whims and caprices of those who control the government. But library finances derived through legislative action are like an un-ending stream of water, originating from the Himalayas and growing in volume as it advances further and further.

It is really amazing that many Indian librarians, although imitating the West in every possible way, try to denounce the system of legislative action adopted universally in the West in library matters for a long time as the sure and secure foundation for adequate library service.

In his presidential address at the Ninth All-India Library Conference, held at Indore from 12 to 14 May 1951, T. D. Waknis, Curator of Libraries for Bombay State, said that he preferred the executive action of the Government of Bombay to the legislative action of the Government of Madras. Referring to the Public Libraries Act of Madras, he said that it bristled with contradictions. Every legislative sanction was countered by flints of supreme executive indifference in the machine of the Public Libraries Act of Madras. His preference flowed from the belief that the public at large was skeptical about the abilities of local bodies, many of which had achieved an unenviable record of bungling and perpetrating the worst forms of anti-social activities. He feared that the power to levy a library rate in the hands of the local bodies would turn into a weapon of tyranny, a strong deterrent against liberal provision for the speedy development of library service.

It is strange that an old librarian like Waknis could indulge in such loose talk lacking logic and conviction. Waknis is overlooking the fact that the remedy for the inefficiency--provided it did exist--of the local bodies does not lie in depriving them of their legitimate rights. It lies in the power of the people to set things right. Where is a popular government--local, state or national--which would not turn out to be a tyrant, if the restrictive hands of the people were not there constantly to watch and control the excesses?

With reference to this controversy and emphasizing the need for library legislation, Ranganathan says: "The Bombay experiment has shown that the well-intended promise of a government grant of rupee for rupee found locally by voluntary contribution has failed."

CONCLUSION

The Delhi Public Library is not the first, nor the only, library in India, but its tremendous success achieved within such a short period has demonstrated to the world the dire need of library service in India. This is a fact admitted by all alike. The results of public library service cannot be measured in rupees and paise--dollars and cents; nor are they visible in tangible and concrete forms; nor can the results be evaluated in one or two decades. The intellectual advancement and consequent betterment of the people which the public library service brings is discernible in collective, wholesome amelioration of the people after a long time. It emerges after many decades.

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Those who argue that the public is not anxious to read and write just now but wants first of all adequate food, clothing and shelter, must open their eyes and see the Delhi Public Library to find out whether there is any need of public libraries. Then alone will they realize that even for these primary necessities of life, India has to develop free public library service, because a permanent solution to this problem can be achieved only through an educated, cultured and enlightened public. And for all this, free public library service is the key!
CHAPTER VI

Summary and Conclusions

The main objective of this study has been the production of a faithful record of some of the developments in the field of libraries and librarianship in India that have taken place in the recent past. A study of these developments has led to some general conclusions, which might serve as guides for the present as well as future. Here is a summary statement of the conclusions and findings of the present study. This study is the first of its kind as far as its nature, scope and content are concerned. No comprehensive study of the field has ever been attempted on such a large scale.

The tradition of libraries and librarianship in India is quite old. The oldest libraries in India were her learned pandits, who could be well called the "living libraries." India's cultural heritage was preserved, conserved and transmitted through the spoken word. The hearing was the principal means of learning rather than seeing.

Ancient Indians took to writing at a later date. They used all kinds of writing materials. A great movement for writing books and establishing libraries started at a very early period of ancient Indian history. Libraries and librarianship flourished under the patronage of all the major religions of India. Ancient India was very rich in libraries. Medieval India too was as rich as any other country in the world. But the history of libraries in modern India presents a very poor picture.

The development of libraries in the world is a modern phenomenon. It is a gift of the modern industrial age. The tremendous progress made by libraries in more progressive countries of both East and West during the past few centuries is the effect of many factors. For example, the development of the art of printing from movable metallic types, all-round progress in the field of science and technology, the spread of democratic ideals, the availability of universal, free, compulsory primary education under the patronage of the state, and the promotion of libraries by the state as well as the people of the country.

Libraries could not develop in India because these factors did not operate there. India could not keep pace with the progress made by many other countries in library matters, as also in other walks of life, during the past two-three hundred years owing to political and historical reasons.

India was not free until 15 August 1947. She became a sovereign democratic republic only on 26 January 1950. Even after a fully controlled British Rule in India lasting more than 150 years the percentage of her literacy was hardly 15 when she became free. India's indigenous system of education was replaced by a foreign one. Indian languages were not encouraged. A foreign tongue was given the highest status in the country. While the education of the chosen few was provided in a limited way, the masses were totally neglected. Politically, economically and industrially India remained quite underdeveloped. Libraries and librarianship could hardly flourish under such adverse circumstances.

The British rulers of India remained, by their own choice, always foreign to the country. Undoubtedly they built some large reservoirs of Indian cultural heritage; but the largest of these were built not in India, but in England. The resources--books as well as funds--which could have fostered the development of Indian libraries on Indian soil were not always utilized in India.

A finding of the study has been the verification of the dictum "where there is a will, there is a way" in terms of library development in India. It has been demonstrated by the study that Baroda was the first State in India to
establish and develop an efficient library system, owing to the enlightened policy of its ruler endowed with devotion to library service, the Maharaja Sayajirao Gaekwar of Baroda. The extraordinary example set by Baroda leads us to conclude that what Baroda achieved could have been obtained equally in the whole of India, had there been a will in the minds of the rulers of India to develop a proper library system. Baroda shows that education and libraries can flourish only where the interests of the rulers and the ruled are identical.

India has been an independent nation only a decade. The progress made by India in library matters, as in many other walks of life, during this short period of independent life is a proof, if any were needed, of the fact that Indian libraries and librarianship could have been as rich as those of any other advanced country in the world today if she had been an independent nation during the past two-three centuries, during the course of which the progressive nations of the West continued marching ahead and advanced in every walk of life.

One outcome of the study is the realization of the fact that the library, in the modern sense of the term, is a recent institution in India. The National Library at Calcutta is the largest and most important library in India today, yet the India Office Library in London still possesses the largest and richest collection of Indian books to be found anywhere on the earth.

The university libraries are the strongest and most important element in the field of Indian libraries and librarianship. The reason why university libraries are more developed than any other kind of library is that the higher education was developed more under the British rule than the education at a lower level. The Government of pre-independence days had very little concern with the public. Hence public libraries in the modern sense of the term remained almost non-existent until quite recent years.

There is at least one branch in the field of knowledge in which India has given to the world as much, if not more than what she has received. This branch is Library Science. And the credit for this goes to Dr. S. R. Ranganathan, who is the Father of Library Movement in India. He has contributed more than any other single Indian librarian to raise India's position in international librarianship. He has made India library-conscious. This is another finding of the study.

One more fruitful result of the study has been the acknowledgement of India's indebtedness to the West, especially to the United States of America. It has been shown that not a little credit for the success of the Baroda Library System is to be given to Mr. William Alanson Borden, an American library expert. Impressed by what Baroda achieved in the field of library development and library education, the University of the Punjab invited another American librarian, Asa Don Dickinson, who organized the Library of the University of the Punjab on modern American lines and set a new pattern for the development of university libraries in India. Mr. Dickinson started the first library school in British India (the second in India) and wrote the Punjab library primer, the first systematic American work ever published in India in English on library science.

The story of Indo-American library cooperation presents many other favorable facets. One of the first library journals in India, The Modern Librarian, was instituted by an American, Dr. Frederic Mowbrey Velte, who was not a professional librarian, but a scholar of English language and literature. In recent years the Fulbright Program and the India Wheat Loan Educational Exchange Program have provided unprecedented help for the development of libraries and librarianship in India.

India has provided for library education at all possible levels, a necessary means for an all-round growth of the library profession. Not only does India have facilities for library education leading to a Master's degree in Library Science, but the first Ph.D. in Library Science has already been awarded by the University of Delhi. The system of library education in India leaves much to be
desired. It requires good teachers, sufficient funds and well-equipped libraries, which could serve as laboratories, matching the facilities provided for the education of other well-established professions such as medicine, engineering, and law. The study has tried to demonstrate the true nature, scope and function of library education in India today.

A further result of the study can be enumerated in the area of library legislation. It is now universally accepted that there is no alternative to good library legislation, if India wants to develop her library system along a sure, secure and permanent path. Inspite of the fact that the State of Madras enacted the first library law more than eight years ago and was followed by Hyderabad a few years later, no significant progress has been achieved in the establishment of libraries. One of the main reasons why library service could not develop well in Madras is the fact that the law was made almost inefficient by the time it came into operation. The direction for the development of libraries in the State was entrusted to the care and attention of those who did not know much of library science or library service. No professionally qualified person was appointed as the Director of Libraries. The already overworked Director of Public Instruction was asked to perform an additional task of becoming the Director of Libraries. This was a blunder which nullified the whole purpose of library legislation. This very blunder was repeated by Andhra. We fail to understand why library laws are enacted and then made ineffective by being entrusted to the care of non-professionals. The Government could very well make a Doctor of Medicine in charge of the irrigation project of the State, or ask the chief engineer of the State to look after the health services. The history of library legislation in Madras has demonstrated that even a library legislation cannot miraculously create efficient libraries. What really is required for the success of a library law is a leader in the field of librarianship, trained to guide and direct the progress and development of libraries.

Another important fact brought out by the study is that there is a crying need for books among the people, that the public demands more and more books, that India lacks suitable books for the masses, that much can be achieved by using library methods developed in the western world, and that special means will have to be devised to overcome the special problem India has been facing. All this has been demonstrated by the Delhi Public Library Pilot Project, which was the first of its kind and was a cooperative venture sponsored jointly by the Unesco, the Government of India and the Delhi Municipality. It was an outstanding example of the principle, "Development by Demonstration." This library has been a great center of activities designed to promote libraries and librarianship in this part of the world.

Much vagueness prevails both at home and abroad regarding the existing conditions of libraries and librarianship in India. Even some Indian librarians visiting foreign countries convey to their audience the impression that there are no libraries in India or at best very few. It has been demonstrated that this assumption is false. India does not lack in the number and variety of libraries. What she lacks even today is the proper manpower necessary to administer and organize her libraries. What she does not possess is an adequate and efficiently organized library system. What India lacked until recent years was a free and democratic government, enough funds to educate her masses, leaders with a correct understanding of the role of libraries in the building up of a nation and a library profession alive to its duties and responsibilities and possessing the power to spread the message of libraries throughout the length and breadth of the country. This has been another finding.

The author believes that it would be unthinkable for India to achieve real progress in the field of libraries without the cooperation of all the cultural and social groups responsible for the education and growth of the society. It is futile for the library profession to try to create libraries single-handed.
The government, educationists, authors, writers, publishers and booksellers and all other agencies must get together to build up an efficient library system. The spread of universal education, availability of sufficient reading material and the provision of libraries constitute a cycle of causes and effects so inseparably connected and dependent the one upon the other that should one be taken away the other two cease to exist, just as, so to speak, in the case of a tripod: if one leg is removed the tripod will fall. And to carry the comparison a bit further, just as it cannot be said of a tripod that one leg supports it more than another, so it cannot be determined which member of the trio of cause and effect is more important than another.

The author hopes that the Indian libraries and librarianship should not be western trees transplanted into Indian soil, so to speak, but Indian seeds sown, nurtured and developed in India under the Indian environment by Indians themselves, following the best methods--Indian or Western or a blending of both.

The study has also demonstrated that India's entrance into the field of international librarianship is relatively recent. Inasmuch as India is coming to her own in an age when planning has been accepted as an indispensable means of development, and India herself is undertaking ambitious Five Year Plans for her all-round development in many walks of life, India's libraries should not be allowed to drift and grow by a process of laissez faire, as it were. The author pleads that India's library system must be planned in a way so as to be a model to many other countries where libraries and librarianship are just emerging.
APPENDIXES

All-India Library Statistics

The following four tables present some all-India library statistics. The first two (i.e. Appendices A and B) are based on Libraries in India, 1951, a publication issued by the Ministry of Education, Government of India, for the first time in 1952. This has been already referred to in the study many times. The third table (Appendix C) is derived from the Indian Library Directory (3rd ed., Delhi, 1951), issued by the Indian Library Association, another source referred to in the present study occasionally. Libraries in India, 1951 includes libraries with less than 500 books in stock. The total number of libraries with less than 5000 volumes is 404. If these libraries are excluded from the total number of libraries given, i.e. 990, the total number of libraries in India with book stock of 5000 or above remains only 586—a very poor figure indeed!

Appendix C presents Indian libraries divided by subject. It lists a total of 903 libraries. Ordinarily it includes libraries with a book stock of 5000 or above, excepting the business libraries and government departmental libraries, which are included irrespective of the number of volumes in stock.

Incidentally, these two publications, relating to the same subject and generated almost at the same period, show the lack of cooperation between the activities of the Libraries Section of the Ministry of Education of the Government of India and the all-India professional organization of librarians, the Indian Library Association. If these two agencies had joined their hands in bringing out one directory, the results would have been far more satisfactory.

The fourth table, i.e. Appendix D, is derived from "India, Ministry of Education, Education in India, 1951-52, Vol. 2, All-India Tables and Appendices (Delhi, 1955, pp. 102-103)." It presents statistics of libraries for adults for the year 1952-53.

One hesitates to quote all-India library statistics. No systematic or exhaustive survey of libraries in India has ever been undertaken. There is no agency which could draw a really reliable picture. While inaugurating the Unesco Seminar on Public Libraries in Asia, held in Delhi in October 1956, Maulana Azad said that there were 32,000 libraries in India! He had hardly finished his sentence, when he added: "In fact, many of them are libraries only in name for they lack some of the essential prerequisites of any good library." It would be more correct to say that they lack most of the essential prerequisites of any good library.

Maulana Azad also gave some statistics relating to books and readers in India. He

There is hardly one book for every 50 persons and more than 10 percent have to content themselves with one book per year. Even if we make allowances for the huge mass of illiterate people in the country, a literate adult in India reads on the average only one book per year. If we compare this with the situation in the United States or the United Kingdom our weakness is shown up glaringly. With almost full literacy, the per capita annual use of books in the United States is almost four while in the United Kingdom it is seven. In other

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words, a literate man in the U.K. reads at least seven times as much as a literate man in India.

The Report of the Unesco Seminar says, on the authority of the data provided by the Indian Unesco National Commission, that India has 24,086 public library service points with a total of 7,724,000 volumes, an annual circulation of 5,483,688 volumes, 28,401,242 users and a total annual expenditure of 2,967,359

EPILOGUE

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