

Model Curriculum for 'Oriental Librarianship' in India

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ABSTRACT

The paper highlights importance of education for oriental librarianship and its status in India. The study makes a case for introducing a programme for oriental librarianship to meet the demand for developing skilled man power. It advocates that Department of Library and Information Science (Aligarh Muslim University) can take the lead for education of oriental librarianship. Suggests a model curriculum for oriental librarianship to preserve and disseminate cultural heritage of the country.

KEYWORDS

Orient, Oriental Libraries- India, Oriental Librarianship--Curriculum

INTRODUCTION

India has been a great seat of learning from the ancient period. The Takashila/Taxila (now in Pakistan) and Nalanda in Bihar were two important seats of learning during 7th and 5th century B.C. These seats of learning had a good oriental collection in classical languages. In the medieval period, particularly during the Mughal rule, a large number of *madradas* were established which had a rich collection in Persian, Arabic and Urdu languages. In the modern period a large number of institutions, schools, colleges, and universities were set up which possess a collection of oriental literature in addition to resources in modern Indian languages. Besides, India is quite rich in

terms of oriental resources in the form of manuscripts, rare books, coins, edicts, “*Shahi farmans*” and other materials. This valuable treasure is in both classical languages and Indian languages namely Sanskrit, Pali, Prakrit, Arabic, Persian, Hindi, Tamil, and Urdu etc. These resources represent the history of Indian culture presentable in subjects of Theology, Languages, Literature, Philosophy, Religion, Mysticism, Architecture, Archeology, Epigraphy etc.

Oriental as defined by **Simpson & Weiner (1989)** is a term which reflects something belonging to, found in, or characteristics of, the countries or region lying in the east of Mediterranean or of the Roman Empire, or Asiatic countries generally. The countries pertaining to east cover an area from Mediterranean to Japan and North Eastern part of Africa, Asia and Oceania. The languages spoken in these regions are Arabic, Persian, Urdu, Hindi, Sanskrit, modern Indian languages, Indonesian, Malaysian, Chinese, Korean, Japanese etc.

ORIENTAL LIBRARIES IN INDIA

The condition of oriental libraries of India is not satisfactory except few institutions funded by Central Government of India namely Maulana Azad Library of AMU; Raza Library, Rampur; and Khuda Bakhsh Oriental Library, Patna, Maulana Abul Kalam Azad Arabic, Persian Research Institute, Rajasthan, Tonk etc. Many investigations reported like **Sharma (1985)** and **Gour (1981)** have surveyed the oriental libraries of India. Besides, **Khan (1985)** has highlighted role of Islamic libraries in India. It is revealed that majority of oriental libraries of the country are facing problems due to lack of funds, unskilled man power, lack of cooperation, paucity of reference and bibliographical tools, resistance towards application of Information Technology (I.T), inadequacy of schemes of classification and cataloging codes, Inadequate reprographic & micrographic facilities, inadequate standards etc.

EDUCATION FOR ORIENTAL LIBRARIANSHIP

Association of Indian Universities (2006) has listed 354 university level Institutions (AIU members). Out of them, AIU (2004) has listed 167 Institutions imparting library education at graduation and post graduation level but none of them have a regular provision of education in the discipline. However, few institutions started courses in oriental education but later discontinued. These institutions are:

- **Khuda Bakhsh Oriental Public Library, Patna (Bihar)** introduced one year course in the year 1989 titled "Associateship in Oriental Librarianship & Manuscriptology". Later on the course was discontinued. Then, Department of Library and Information Science (DLIS) AMU (2003) introduced an optional paper "*Oriental Librarianship*" in the session 2003-04. Later the paper was also discontinued. Now, DLIS, Kashmir university has come out with an elective module in its integrated MLIS programme from session 2008-9 entitled "*Oriental Library System*" (www.Kashmiruniversity.ac.in/)
- **Sampurnanand Sanskrit Vishwavidalaya, Varansi** also introduced informal training in Hindi medium at bachelor level. But this training has not sustained. In short, no institution is imparting exhaustive training in oriental Librarianship in the country. Therefore, a dire need is felt for such courses on regular basis through leading institutions of the country to meet the demands of the country on scientific lines and help stakeholders to make best use of the resources. The oriental institutions are also assuming new role by adopting ICT. This is clear from **Rawtani & Ali (2002)** who have emphasized a need of electronic preservation of manuscripts and **Mustafa (2006)** highlighting role of oriental libraries in the modern

electronic age. **Shafi (2005)** realizes a need of database of manuscripts in India while **Hasan (1965)** feels a need to develop a scheme of classification suitable for oriental libraries. **Yusuf (2002)**, **Deogan (1988)** and **Bardaunvee (2001)** stress on the inclusion of oriental librarianship the library curriculum in India.

DEPARTMENT OF LIBRARY & INFORMATION SCIENCE (AMU, ALIGARH)

AMU is one of the prestigious central universities of the country with an outstanding historical, residential, cultural and educational background. Thus Department of Library and Information Science (DLIS.AMU) is a suitable institution to lead in introducing a full term course in oriental Librarianship to meet demands of managing oriental libraries on scientific lines. The department has a long history in teaching and research like. The main initiatives are:

- Introduction of Certificate Course in Library Science (three months duration) but later on discontinued from 1968-69.
- Started Bachelor of Library Science of one year duration with a resourceful teaching faculty like Syed Bashiruddin on full time basis for the first time in the country.
- Introduction of Library Science course as subsidiary subject at B.A level in the Faculty of Arts and Social Sciences in the year 1986-87
- Introduction of Master of Library Science in 1970-71
- Started M.Phil/Ph.D Programme in 1990-91

Furthermore, the department has adequate faculty with 01 professor, 02 readers and 05 lecturers possessing library, computer lab and other facilities.

In addition, AMU has several departments, which can help in the

promotion of oriental library system in a many ways. These are Arabic, Persian, Hindi, Sanskrit, Urdu, Linguistics, Modern Indian Languages (i.e. Bengali, Kashmiri, Malayalam, Punjabi, Tamil, Telugu etc.) ..Besides, Institute of Persian Research, Urdu Academy (Centre for Professional Development of Urdu Teacher) and Centre for Comparative Study of Languages and Culture and computer center can help in laying down the better objectives for the programme. Maulana Azad Library of AMU has good oriental collection can play major role in sensitizing the students about oriental librarianship in application and demonstration of techniques.

MODEL CURRICULUM

Objectives

- To highlight the role of oriental librarianship
- To produce competent professionals for oriental libraries
- To provide theoretical and practical training in I.T. for nurturing concept of oriental libraries
- To make students efficient in terms of information retrieval techniques associated with oriental libraries.
- To develop skills in the professionals to manage Libraries efficiently and efficiently

General Information

The general criteria for admission, intake capacity, evaluation, assessment and award can be deliberated on the following lines by the concerned bodies of the department, university and other external experts in the field and allied subjects. The working areas can be :

- Nomenclature of the Course: Associateship in Oriental Librarianship (AOL)
- Duration of the Course : One year (two semesters)
- Admission Criteria: Bachelor or equivalent Degree with 50% marks. Admission test of one hour duration consisting

- of G.K. and aptitude test in the oriental field.
- Attendance requirements: 75% each semester
 - Medium of Instruction: Hindi, Urdu, English etc.
 - Evaluation Procedure: Internal or external assessment in the form of written examination, sessionals, assignment, project and internship
 - Intake: 30 (10 Vedic, 10 Islamic. and 10 Modern Indian Language librarianship)

Salient Features

It is suggested that following flexible features be made assimilated with the programme to ensure more need based structure and a room for adaptability and up gradation from time to time.

- The proposed model of education should encapsulate traditional as well as modern system of library education in the field.
- It should impart training consisting core, specialized and internship areas.
- The model should be flexible to cover Broad Guidelines/Topics, to help to incorporate modifications at suitable intervals.
- The model should have a provision of imparting knowledge both theoretical and practical.
- The model should provide education in Vedic (Sanskrit, Pali, Prakrit, Hindi), Islamic (Arabic, Persian, Urdu), and Modern Indian Languages (Bengali, Malayalam, Tamil, Telugu, Punjabi, Kashmiri etc.)

Structure of the programme**Degree: Associateship in Oriental Librarianship (AOL)**

AOL	Title of the papers	Internal Assessment	External Assessment	Total Marks	Exam. Duration
1	Foundation of Oriental Librarianship	25	75	100	3
2	Organization of Knowledge (Theory and Practice)	25	75	100	3
3	Management of Oriental Libraries	25	75	100	3
4	Information Source and Services	25	75	100	3
5	Information Technology: Theory and Practice (Theory and Practice)	25	75	100	3
2nd Semester					
6	Manuscript and Oriental Libraries	25	75	100	3
7	Preservation and Conservation of Oriental Collection	25	75	100	3
8	Optional (any one) a. Vedic Librarianship b. Islamic Librarianship c. Modern Indian Languages	25	75	100	3
9	Project Report	25 (Viva-Voce)	75	100	-
10.	Internship	25 (Viva-Voce)	75	100	(two month during the course)
	Total Marks	250	750	1000	

Course Contents

These are broad outlines which need further elaboration to be carried out by the concerned Board of Studies to be constituted for the purpose.

AOL I Foundations of Oriental Librarianship

- Concept of librarianship with particular reference to

- oriental librarianship
- Types of oriental libraries: Vedic, Islamic & Modern Indian Languages
- History of oriental libraries in India and Abroad
- Issues and challenges of oriental libraries
- Role of oriental libraries in Education, Information and Cultural preservation etc

AOL II Organization of Knowledge (Theory and Practice)

- Concept of Knowledge: Universe of Subjects with particular reference to Oriental Areas
- Library classification schemes : Colon Classification (CC); Dewey Decimal classification (DDC) Universal Decimal Classification (UDC).
- Cataloging Code: Anglo American Cataloging Rules (AACR) I & II, Classified Catalogue Code (CCC) with particular reference to oriental collection
- Subject Cataloging: Sear's List of Subject Heading (SLSH), Library of Congress Subject Heading (LCSH), S H list in Persian, Arabic and other oriental languages
- Indexing Technique: Pre & Post Coordinate, special problems in Oriental literature.

AOL III Information Sources & Services in Oriental Libraries

- Reference/Information Services in Oriental Libraries
- Sources of information: Types: Primary, Secondary, tertiary
- Evaluation of reference sources of information print/non-print
- Information services organization/institutions
- Role of reference librarian in electronic age

AOLIV Management of Oriental Libraries

- Management of oriental libraries
- Methods, technique & principles of management
- Personnel, Financial, HRD etc
- Management of House keeping operations
- Current trend in management
- Managing Oriental Libraries : Current Status

AOLV Information Technology and Oriental Libraries (Theory & Practice)

- Information Communication Technology (ICT): Concept and elements
- Resource sharing and networking
- Role of ICT in oriental libraries

AOLVI Manuscripts and Oriental Libraries

- Manuscripts: Meaning, scope, history
- Manuscripts: Types (Language, format & content)
- Problem of Manuscript: Identification, script, delivery etc
- Manuscripts: Organisation (classification & cataloguing)
- Storage, preservation & conservation of Manuscripts
- Manuscripts: Digital preservation
- Role of manuscript in contribution of knowledge

AOL VII Preservation & Conservation of Oriental Collection

- Preservation & conservation: Introduction , types and methods
- Preservation & conservation organizations/agencies
- Role of preservation & conservation in electronic age

AOL VIII Optional (Any One) Vedic Librarianship (Sanskrit, Pali, Prakrit and Hindi)

AOL- VIII- E1 Vedic Librarianship

- Vedic Librarianship: Concept, types and history
- Problems and management of Vedic Libraries
- Growth and development education of Vedic languages and libraries
- Role of professional association/organizations in growth and development of Vedic libraries
- Collection and services of Vedic libraries
- Application of ICT, resource sharing and networking
- Evaluation of Representative Libraries of the Institutions,

(i). Sampurnanand Sanskrit Vishwavidhalya Varanasi (ii) Adyar Library, Madras, (iii) Saraswati Mahal Library, Thanjavur, (iv) Rashtray Sanskrit Sansthan, New Delhi, (v) Dakshana Bharat Hindi Prachar Sabha, Chennai, (vi) Maharishi Mahesh Yogi, Vedic, Vishwavidhalaya Jabalpur, (vii). Anterrashtraya Hindi Vishwavidhalaya, Wardha (Maharashtra)

AOL- VIII- E2 Islamic Librarianship (Arabic, Persian, Urdu)

- Islamic Librarianship: Concept, types and history
- Problems and management of Islamic libraries
- Growth and Development of education in Arabic, Persian and Urdu languages and their libraries
- Role of professional association/organization in growth and development in Islamic libraries
- Collection and services of Islamic libraries
- Application ICT, resource sharing and networking
- Evaluation of Representative Libraries of the Institutions

(i) Darul Uloom, Deoband, Saharanpur, U.P, (ii) Nadvatul Uloom, Lucknow, (iii) Maulana Azad Library, AMU., Aligarh (iv) Rampur Raza Library, Rampur, (v) Khuda Baksh Oriental Public Library,

Patna (vi) Asiatic Society Bengal, Kolkotta (vii) Rajasthan Oriental Research Institute Tonk, (viii) State Central Library Hyderabad (ix) Salarjang Museum Library Hyderabad

AOL- VIII- E2 Modern Indian Languages Librarianship (Bengali, Kannada, Marathi, Malayalam, Tamil, Telugu, Panjabi etc)

- Modern Indian Languages Librarianship: Concept, types and history
- Role of professional association/organization of Modern Indian Languages
- Problems and management of Modern Indian Language libraries
- Application of ICT, resource sharing and networking
- Evaluation of the Representative Libraries of the Institutions

(i) Poti Screemalu, Telugu University, Hyderabad, (ii) Tamil University Thanjavur, (Tamil Nadu) (iii) Dravidian University Koppam (A.P), (iv) Kannda University, Bellary, Karnataka

AOL IX Project Report (Oriental Librarianship)

The title of the project will be assigned to each student by the by the supervisors .The project shall be evaluated by external examiner and viva-voce shall be conducted in the department by the external examiner, supervisor of the project report and Chairman of the Department.

AOLX Internship

The student shall visit & learn the methods of organizing knowledge, services of the institutions, application of ICT, problem and prospect of the oriental institutions. Student shall submit a report and certificate shall be issued by the Head of the representative libraries at

the end of 2nd semester. The viva-voce shall be conducted on the report by the faculty members of the department.

CONCLUSION

The need for developing a curriculum for oriental libraries is highly desirable in order to preserve the heritage and disseminate indigenous knowledge using ICT. The literary treasures depicting our culture, customs, early life and much more need to be preserved and organized scientifically and evolve a oriental library system at national level. It is a preliminary exercise and experts and stakeholders can join together to evolve a fruitful and need based curriculum on scientific lines for managing oriental information and literature system in the present era.

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