

REPORT



SEMINAR

ON

LIBRARY EDUCATION

December 1 to 4, 1965.



**Shreemati Nathibai Damodar Thackersey
Women's University.**

Bombay

With the Compliments of

Smt. VIDYUT K. KHANDWALA

University Librarian,

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BOMBAY-1.

India.

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FOREWORD

Shreemati Nathibai Damodar Thackersey Women's University held a Seminar on 'Library Education' from December 1 to 4, 1965. The Seminar was the first of its kind to be held by a University. The University is indebted to the University Grants Commission for giving a generous grant for holding the Seminar. It is also grateful to Shri S. Bashiruddin, Director of the Seminar, for conducting it, Shri K. L. Joshi, Secretary, University Grants Commission for agreeing to be the Chief guest on the concluding day of the Seminar and to the members of the Seminar Committee for the time and attention they gave to make the discussions interesting.

I have no doubt that this report will be of considerable use to teachers of Library Science and to other Universities and colleges.

Bombay,
August 1966.

Premila V. Thackersey
Vice-Chancellor.

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MEMBERS OF THE SEMINAR COMMITTEE

1. Dr. (Smt.) Premlila V. Thackersey, Vice-Chancellor,
S. N. D. T. Women's University. *Chairman*
2. Smt. Sharda B. Divan, Dean of the Faculty of Arts,
S. N. D. T. Women's University & Chairman,
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3. Smt. Tarunica Dehejia, Member, Library Committee.
4. Dr. K. R. Mahishi, Head of the Department of
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nomics, Bombay, & Member, Library Committee.
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7. Smt. Dorothy L. Clark, Director of Library Services,
U. S. I. S., Bombay.
8. Shri B. B. Anderson, Deputy Librarian, University
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9. Shri S. S. Rege, Librarian, Siddharth College of
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10. Smt. K. H. Bhansali, Registrar, S.N.D.T. Women's
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11. Shri M. K. R. Naidu, Asstt. Librarian, S. N. D. T.
Women's University, Bombay.
12. Kum. Vidyut K. Khandwala, University Librarian
& Head of the S.H.P.T. School of Library Science,
S. N. D. T. Women's University, Bombay. *Convener*

Members of the Seminar Steering Committee

1. Shri S. Bashiruddin, *Director of The Seminar.*
2. Dr. M. B. Vajifdar.
3. Shri K. S. Hingwe.
4. Shri B. B. Anderson.
5. Shri S. S. Rege.
6. Shri M. K. R. Naidu.
7. Kum. Vidyut K. Khandwala. *Convener*

Appendix-A

Selected Papers
read at the Seminar

In-Service Training

Miss B. F. Popat

Sr. Lib. Asst.

S.N.D.T. Women's University Library.

Priam Danton in his book 'Education for Librarianship' gives a broad definition of 'In-Service Training'. "In-Service Training", according to him "is a generic phrase which applies to any of a number of forms of planned and organized on the job training". As such 'In-Service Training may imply :

- (1) Training of an unqualified and an inexperienced person for a particular job; i. e. Apprenticeship,
- (2) Training of unqualified or semiqualfified persons already in profession for better efficiency,
- (3) Field-work by the students, i. e. Internship,
- (4) Orientation of a new employee.

(1) **Apprenticeship :-** In-Service Training in the mode of apprenticeship goes far back into the history when working with the guild was the only way of acquiring professional efficiency. Today it is widely replaced by technical and professional courses.

In the field of Library Science, professional education is available now at different levels and therefore apprenticeship as the only means of preparing librarians does not appear to be of great importance. Even though this form of training facilitates practical experience, it cannot stand any comparison to a systematic and organized course in such education.

It may be argued that India with her vast stretches of land and handful of centres of Library Education, does not provide an easy access to such a course to every individual desirous of taking such training. It is a fact that many a time even a newly starting library has to employ an unqualified person and has to depend upon him to gain working knowledge by trial and error. Would it not be advantageous if apprenticeship is offered at various libraries where atleast some of the members of the staff are qualified to train up a novice and impart him

working knowledge? Answer to such a question would have been favourable if India had a good net-work of libraries through-out the country, so that atleast a well organized library would be within the reach of an individual desirous of working as a librarian. But at the present stage the number of such libraries is so limited that it is preferable to rely upon training courses.

(2) Training of the working librarians for better efficiency :

As it is, a large number of libraries in India is working with either unqualified or semi-qualified staff. Recent survey of libraries undertaken by the S.N.D.T. Women's University Library reveals that even in the City of Bombay where both long-term and short-term-courses in Library Science are available, a large number of technical, school and private libraries are working with unqualified staff. Should some special courses be organized for such working librarians? Limited resources of the libraries and their authorities do not always make it possible to send their staff for university education. While attempts are made at times to organize short-term training courses for working librarians (Mr. Gidwani's attempt to run 5 week's course at Rajasthan should be mentioned here), nothing has been done to organize long-term courses either at university level or on the nation-wide basis by Association & Institution like ILA or Indoc. Dr. N. C. Chakravarti in his article 'Education for Librarianship in India : a plea for Need of In-Service Training Programme' gives us a full draft of how such a course could be organized by means of correspondence courses, evening classes and radio lectures supplemented by tutorials and discussions on Sundays and holidays. He says 'while much can be said in favour of full-time university education we cannot overlook the psychological factors in part-time/correspondance courses..' which he enumerates as "intellect" "learning" "will" and "interest". He has clearly stated that two or three years service in the libraay should be a pre-requisite condition for entering into the course. His plans if brought into-operation will undoubtedly solve our major problem of reducing the number of untrained staff.

(3) Internship: Internship in its common use pre-supposes completion of professional training. It can also be applied to actual working of the student along with his studies. This form of instruction though has become much popular in many other professions—medicine, public administration, law, etc. it has not been so in the field of Library Science. At present the syllabi of only 4-5 universities among 21-22 universities offering courses

in Library Science in India demand from their students working for a fixed number of hours in their libraries. Banaras Hindu University requires her students to work in the library for a period of two months soon after the final examination. S. N. D. T. Women's University requires her students to put in at least 30 hours of actual working in the library. M. S. University of Baroda takes two weeks compulsory work from her students at the Circulating Counter, Periodical Department and the Book Ordering Department. In the proposed curriculum of the Marathwada University daily one hour of practical work in the library is demanded from each of her students. This growing tendency clearly shows that by experience we have found something missing in our librarians which we are trying to accomplish by imposing upon them compulsory working in the library.

Our courses in librarianship like any other professional course though attempting to impart professional knowledge by means of theory and practicals cannot fill up the gap between gaining of professional knowledge and applying it to actual working practices. There are certain subjects on which class practicals are not possible, there are others in which modifications and adaptations of knowledge gained in the class will have to be made in actual working. It is true that application of knowledge to the actual working practice depends largely on the individual ability, and internship provides an opportunity to discuss the problems which he comes across with his teachers and supervisors. The dynamic aspect of librarianship is getting along successfully with the readers and therefore, the value of practical work in the field cannot be overstressed. A few hours of working at the Circulating Counter, or at Reference Inquiry Desk will undoubtedly contribute more towards making of successful librarians. Working in the Book Ordering Department will give an idea to the student about thoroughness and minuteness required in such work. A day's work with Kardex will make him realise the usefulness of such a visible index than all verbal explanations about how it maintains periodical record. Regular class practicals are included in almost all curricula for Cataloguing and Classification and therefore, these two Departments may preferably be excluded from the field of such a programme.

This kind of training requires that the whole programme should be thoroughly organized, and the the authorities here are confronted with two types of problems.

In the first place the question will arise as to who should give instruction about practical working to the students, whether the lecturers

or the library staff members. If the lecturers are placed in charge of this programme there is a danger that the purpose of such a training may not at all be fulfilled, unless the lecturers are working in the library also. If the library staff is required to guide the students, the work allotted to them suffers. One solution that S. N. D. T. Women's University has found out is to place the internees in charge of Departmental Heads and ask them to work for extra hours for which they are remunerated. If such a programme is supplemented by discussion groups it will make an ideal combination of theory and practice.

The second problem is whether the internees should be allowed to handle regular library records? The fate of Kardex entries, or the accession register or book ordering slips can well be imagined when handled by various hands. At the same time, if separate records are maintained not only they involve extra expenditure but also creates an impression in the minds of internees that their labour is wasted, with the result that their interest in the work is lost.

Here we may also think of another problem. When the students are required to work in the library side by side with their class training, the usual practice is to divide the class into groups and spread the programme throughout the length of the course. This system has one great disadvantage viz., the first group is not sufficiently well up the theoretical part of the profession and the last group at the end of the term is more interested in getting through the examination. The latter tendency may however, be remedied by allocating certain marks according to the work done, as is being done by the Punjab University.

Internship after completion of final examination as required by the Banaras Hindu University, is preferable. But in this practice all the students have to be accepted in the library at a time and our libraries are not large enough to receive them all at a time. Arrangement with sister institutions to receive internees will solve this problem (and where the libraries are under-staffed, this will be most welcome). Such type of arrangement will of course depend upon mutual understanding of the institutions in the absence of some controlling and regulating factors. If the library science course offers specialization it would be better if arrangement is made with the particular type of library where the student desires to take up employment.

Should the internee be paid? Should the instructors be paid? Should such a programme be intensive or extensive? Answers to these questions will depend upon resources the particular institution commands. But it is certain that students after gaining this practical experience will do more justice to their professional education.

(4) Orientation of a New Employee :

The term, In-Service Training, also includes orientation of a new employee "...its purpose is to increase job knowledge, foster high morale and to aid employees to perform effectively, apply knowledge properly and demonstrate ability for future growth or promotion potential" (A.L.A. Library Adm. Div. Personnel, Adm. Section's In-Service Training Committee-A. L. A. 61 pp. 38). Fulfilment of these aims will depend on effectively organized programme of orientation.

It is necessary to give a new employee complete and clear sense about aims and working of an institution at the very outset. It is therefore, proper that the programme of orientation be organized in such a way as to give chance to the new employee to work in all the departments even though he is to be posted in a particular department. Departments of a library are never water-tight and each for its smooth working necessarily depends on the other. Practical work in each department will help the employee to co-ordinate in his mind activities of different departments, to realise difficulties of sister departments and to think about their solution. Every employee of a library, thus thoroughly acquainted with the working of each department, will also help in preventing the paralysis of a single department in absence of co-workers. Entrusting of administrative and organizing responsibilities to a new employee will depend upon the position for which he is taken up.

Instructions should be imparted by departmental heads and experts, and discussion over any working point should always be encouraged. It would be better to organize after working hours meetings between the operating heads and the employee. It would still be better to ask the employee to submit the report at the end of the programme to the Librarian himself, as he from his pivot position will be better able to judge the individual's abilities and provide proper ground for their development.

In conclusion, I wish to stress that In-Service Programme is an effective solution to many of our major problems and should be organized in its various aspects. As stated above, In-Service Training for working librarians is a must as it would be in-advisable on our part to deny them

professional education even after 2, 3 or more years of experience just because of their inability to attend university classes. In-Service Training for budding librarians is equally essential as the aim of Library Education is to produce able and skilled librarians and not idealists and dreamers. Hence, theory must be backed by practical training. In-Service Training for a new employee is a necessity in order to give him full understanding of library policy and to enable him to "demonstrate ability for future growth or promotion potential".

SUMMARY

In-Service Training means (1) Apprenticeship (2) Programme for training working librarians (3) Internship for students and (4) orientation programme for a new employee.

Apprenticeship has lost importance as it is replaced by professional and technical courses. In-service programme for working librarians is necessary as it will solve our problem of working with untrained staff. Internship for students is also very essential as theoretical knowledge with practical experience will make better librarians. Orientation programme for a new employee will give the employee a chance to perform his duty better.

Library Education

By

Shri K. S. Hingway,

In a developing country like ours, which has accepted the democratic pattern of government, every citizen deserves a natural and fundamental right to seek knowledge. With a view to cope with this ever growing demand, there must be adequate media and facilities to propagate knowledge. It has now been recognised and established that a library is not only one of such agencies, but the most important and dynamic one. The concept of libraries and their functions have undergone considerable change and it is now an established fact that they cannot be properly organised unless adequately staffed by trained personnel. This situation leads to the consideration of facilities for library training, their objectives and organization. This paper is therefore a modest attempt to present some experiences and suggestions in that direction. Before doing so, I wish to express the hope that this paper will not be, yet another addition, to the existing literature on the subject. Although enough has been spoken and written on this subject in seminars, conferences, articles, no substantial result has so far been achieved towards the desired aim. It is therefore high time to evaluate our experiences, co-ordinate our efforts and direct our energies in a manner as would establish the question of library training on firm and right footing. What is necessary is united action, based entirely on the principle, "profession before individual, institution, this or that school of thought".

I do not intend to waste your precious time by repeating the same things on which solid and factual contribution has already been made. Mr. Carl W. Hintz, University Librarian, University of Oregon (U.S.A.), has already contributed a very good paper on the subject namely, 'Education for Librarianship in India'. Mr. Hintz's paper, particularly the information relating to 'curriculum' would certainly prove useful as a basis for discussion in this Seminar.

Before discussing topics like "curriculum" or "rules for admission", though they are of vital importance, it would be proper if we attempt to define the objectives of the library education. Should we aim at giving

diplomas or degrees in yet another field or should we aim at men and women of calibre, intelligence (not restricted to performances in the examinations), idealism and character, who would promote the cause of libraries and librarianship ?

Making of a 'scholar' or a 'technician' in a narrow sense is not the real aim of education. As rightly observed by Montague "the purpose of education is not to make a scholar but a man". Two trends concerning objectives of the library education are prevalent in India. One school of thought favours a "technical librarian" while the other supports the 'scholar librarian'. However, the combination of these two aspects and something more would certainly raise the standard of the profession. Mr. S. C. Sutton in his article "Random Reflections of a Librarian" rightly observes that "the scholar librarian has virtually ceased to exist, and few people would today defend the appointment as Chief Librarian, of a scholar without library training or experience. The administration of a library has become a highly professional activity, calling for administrative skill and a wide range of specialized knowledge. The scholar librarian of former times would be bewildered by the multiplying procedures, techniques, and equipment of modern librarianship, and could hardly fail to neglect essential functions, and hinder the growth and usefulness of his library. While admitting all this, I think nevertheless that we are in some danger of going too far in our reaction against scholarship as a qualification for librarianship. The Librarian will fall a good way short of the ideal if, however efficient, he is no more than a busy administrator and technician. In the conditions of today professional expertise is indispensable; but it must be inspired and illuminated by a love of scholarship and by an understanding of the needs, purposes, and interests of the scholar."

Today, the personality of any individual is not judged on the strength of one's academic achievements. Motivation, faith in knowledge and its promotion, attitude of helpfulness, co-operative spirit, readiness to exchange ideas and to experiment, faith and interest in one's undertaking are some of the other factors that help to make a 'whole man'. The underlying idea behind the above statement equally holds good in respect of library education and therefore the training in this subject ought to be organized in a manner that would produce competent librarians who can discharge academic, administrative and all other functions effectively.

Keeping in view the objectives of the library education, we must

attempt to frame the syllabus of the library training courses. The nature of the syllabus must not be purely 'subjective' but 'objective'. Our profession needs personnel which can discharge the following types of duties :

- Type-A**
- (a) To frame policies.
 - (b) to co-ordinate team work on large scale.
 - (c) to take decisions in respect of academic, administrative, technical and organizational matters.
 - (d) to offer leadership.

Type-B to execute administrative and technical duties under the guidance and supervision of personnel belonging to Type-A.

Type-C to run small libraries without too much emphasis on technical matters.

The objectives of the library education will not be achieved by imparting the same pattern of education to all the three categories mentioned above. The present pattern of library education results in causing injustice to some outstanding talents and taxing candidates of average calibre. Therefore it is up to us to consider whether all universities should undertake the responsibilities of imparting the same pattern of library education. Since most universities have converted their 'Diploma courses' into 'Degree courses' or are about to do so, I repeat the following suggestions, already made by me on the occasion of the Seminar, held on behalf of the IASLIC, at Chandigarh in October 1962 :

- 1) In every State there should be only ONE university providing facilities for a 'Master's degree in Library Science' for TYPE-A.
- 2) the other universities from the same State should conduct 'Bachelor's degree in Library Science', if they so desire for TYPE-B.
- 3) Regional library associations, should either conduct short term Diploma or Certificate courses for TYPE-C.

Mr. S. Bashiruddin, the veteran Indian librarian, has already voiced the view that the one year's course is proving increasingly inadequate for preparing competent personnel, who could be entrusted with duties in academic or highly specialized libraries.

The nature and the scope of the three types of courses proposed by me are being placed before this Seminar for consideration :

MASTER OF LIBRARY SCIENCE (For Type-A)

DURATION :- Two Years.

The syllabus of this Course should spread over two years, covering the following subjects :

FIRST YEAR : Administration, Organization, Reference Service, Classification (theory and practical), Cataloguing (theory and practical), with emphasis on practical work in library.

SECOND YEAR : General Knowledge, Specialization relating to work in any particular type of library (academic, public, special), Training in any one European language, Outline of the cultural history of the world, Documentation, Human relations.

BACHELOR OF LIBRARY SCIENCE (For Type-B)

DURATION :- One Year.

The syllabus of this Course should include the following :

Administration, Organization, Reference Service, Classification (theory and practicals), Cataloguing (theory and practicals) with more emphasis on practicals).

SHORT TERM DIPLOMA OR CERTIFICATE COURSE (For Type-C)

DURATION : Three Months to Six Months.

The syllabus of the Course should include the following subjects :

Organization, Administration, Reference Service, Classification and Cataloguing.

ADMISSIONS :

The principles on which students should be admitted to the M.L.Sc. or B.L.Sc. courses, is yet another complex problem. I do not have specific and adequate data to prove that a particular method used for selecting candidates to such courses is more fruitful than the other. However, I assume that the majority of library training schools give admissions purely on the basis of academic qualifications. Undoubtedly, it is one of the best methods of selecting good talents for the profession but still it should not be the only one. All students seeking admissions to library training courses must be made to

undergo other tests as well, because even highly academically qualified candidates do not necessarily prove successful librarians, even after professional training. On the contrary, those who have the basic academic qualifications and in addition who possess academic interest, organizing and administrative abilities and has initiative and interest in the profession have proved very successful and efficient as librarians. This does not mean at all that I underestimate the importance and value of the highly academic personnel. The more they are in number, better will be our achievements. My only submission therefore, is this that while giving admissions to library training courses, academic qualification should be considered as one of the factors and not the only factor.

Another factor that needs careful consideration relating to procedure for admissions to library training courses is the question of deputed candidates. Should 'deputation' be given priority over all other factors or it should be considered as one of the qualifications and some minimum points be given in favour of deputed candidates? Secondly, the term 'deputation' also must be defined.

The following suggestions regarding the lines on which admission should be given are enumerated below for the consideration of the participants of this Seminar.

- (1) There should be an admission test of 100 marks, divided as follows :
 - (a) 50 marks for academic qualifications.
 - (b) 25 marks for personal interview.
 - (c) 25 marks for written test in General Knowledge.

The gradation under clause (a) may be done on the following basis :

			Points	
M.A.,	M.Sc.,	M.Com.	First Class	40
"	"	"	Second Class	35
B.A.,	B.Sc.,	B.Com.,	Pass Class	30
"	"	"	First Class	25
"	"	"	Second Class	20
"	"	"	Pass Class	15

If a candidate is an M.A. Second Class, he automatically gets 35 marks. But in case he is Pass M.A. and also deputed then he gets 30 plus 10 (special marks for deputation) making a total of 40 points, thus getting a priority over Second Class M. A. Similarly, B. Sc. First Class will secure 25 points and B. Com. Second Class and deputed will secure 20 Plus 10 (for deputation)

—making a total of 30 points. All candidates, including those deputed will be subject to the written test and an interview.

EXAMINATIONS :

Several articles have been recently written, protesting against a system which decides the fate of a candidate, on a written test restricted to three hours and taken once at the end of the year. Robert L. Gaudin in his famous work 'Indian University' has very severely criticised the present examination system and proved how defective it is. Mr. Hintz in his paper has very rightly concluded "the use of examination is virtually the sole determinant of the candidates' success or failure, following the general practice in Indian education. As a result there is a tendency towards prescription in teaching, rather than discussion or experimentation". There is no possibility of bringing out any change in the prevalent pattern of examination system on account of large enrolments. But an experiment can be tried at library schools where enrolments are small. A record of the performance of each candidate throughout the year, judging his intelligence, behaviour, attitudes, actual performance of work in the library (practicals including tutorials), co-operative spirit, ability to get on with others etc., should be given more weight (75 marks). However, a written test of 25 marks at the end of the year might prove useful. Gradually, we must switch on from 'subjective' to 'objective' tests.

Another important and pressing question is the dearth of qualified teachers. It is not proper to conduct the training centres without experience and adequately staffed teachers. But how to secure teachers is the real problem of the day. Recently, I had an opportunity of working on some Committee for selecting candidates for the posts of Lecturers. In spite of decent scales of pay the response was extremely poor. At one University only six candidates, from all over India, had applied for one post of a Lecturer while the same number was received for two posts at another University. At both centres candidates having experience of working in libraries, obviously scored over those who possessed high academic qualifications. This stimulates certain points for consideration.

- 1) It is not yet realised by many authorities that the teaching methods in library training course, ought to be different from other normal academic courses.
- 2) Library Science being mostly an applied science, teachers in schools of Library Science must not only possess academic qualifications but must have adequate experience and teaching abilities as well.

Another vexed question relating to the personnel responsible for conducting such courses is the status, duties and division of work of such people. In certain Universities, the University Librarian is not the Head of the Department of Library Science while in other Universities the joint responsibility is vested in one and the same person. There are, obviously, advantages and disadvantages in both systems. The teaching of courses in Library Science is not restricted to the class room lectures alone. It is therefore necessary that the student should himself learn every process executed in a library. If this objective is to be fulfilled, the teaching and the practicals ought to go on simultaneously in the University Library. And this can be effectively executed if the responsibility of organizing the Library Science Department and the university Library is vested in one and the same person. However, this being a controversial matter, I leave it for the participants of this Seminar to express their opinion in the matter.

I earnestly feel that we are not as yet ripe enough to talk about "research". To start with, let there be one National Research Centre in Library Science. For the time being, let us concentrate our energies and abilities towards establishing good standards at Diploma, Degree or Certificate Courses.

Education for School Librarianship

B. Anderson,

Deputy Librarian, University of Bombay.

The last sixteen years have witnessed an unprecedented expansion in Indian education at all levels and in all sectors. The number of primary and secondary schools and the enrolment therein show a phenomenal increase. But our achievements in educational planning, I am afraid, have been primarily quantitative. It appears that we have been pre-occupied so far in seeing that every child gets into a school. It is time that we should seek to find out how much each child that enters school gets out of the school during the period, short or long, that he or she is at school. The emphasis of our educational planning should now be on qualitative improvement.

The school library which is not an educational luxury but an essential and integral part of the school and an important instrument for the achievement of qualitative progress has been so far sadly neglected. It is some relief to note that in the Fourth Plan provision has been made for better libraries and librarians in our schools, and a sum of Rupees six crores has been allotted for a phased programme of school library development.

This places a responsibility on existing Library Science Training Institutions, especially the departments of Library Science attached to our Universities—the responsibility to provide the right type of personnel. So far, our library schools have been all things to all libraries. It is time that we prepared librarians for different type of library work and realised that differences in kinds of libraries require different types of preparation. Recognition of the importance of library work with children and of the special problems and literature connected with it should be reflected in the curriculum of school librarianship. The school librarian should acquire a knowledge of books, a knowledge of children, a knowledge of present-day educational tendencies, besides the proficiency in library technique.

In the U. K. the person responsible for the school library is the Teacher-Librarian, and “he is first and foremost a teacher, an ordinary

member of the school staff, who has specialised in the educational use of the library, and who has sound knowledge of the technical side of librarianship" (Ralph, *The Library in education*).

To meet the special needs of the teacher-librarian and to establish a standard, the attainment of which would be accepted as evidence of competence in the field, the Library association and the school Library Association of U. K., sponsored in 1957, a two-year part-time certificate course for teachers with a minimum of three years teaching experience. The examination consists of three 3-hour papers covering (1) educational aspects of librarianship, (2) technical aspects of school librarianship, (3) practical classification and cataloguing.

In the U. S. A. it is generally agreed that preparation for school library service should be threefold: General education, philosophy and methods of education and librarianship. Programmes in school librarianship, in general, aim at developing in students

- (1) knowledge of various school library and instructional materials.
- (2) competence in school library administration.
- (3) recognition of the library's place in the school programme.
- (4) understanding the library's function in the educational development of children and of young people, and
- (5) appreciation of librarianship as a profession.

Besides the Graduate Library Schools there are Teachers' Colleges and Liberal Arts colleges which offer education for school librarianship.

At present there is no adequate arrangement in our country for the training of school librarians. The Central Institute of Education, Delhi, conducts an evening course in "School Library Organisation". The duration of the course is one year and the requirements for admission are: (1) Graduate teachers in charge of school libraries, or, teachers interested in library work, or (2) librarians in service (Graduates). Short courses in Library Science have been arranged by some of the Departments of Extension Services in various Teachers' Training Colleges. And some of our Teachers' Training Colleges have recently introduced 'Library Science' as an optional subject.

What pattern should the education for school librarianship take in our country? Should we have the Teacher-Librarian or a full-time

professional librarian? I personally feel that there is room for both. We have today over 75,000 secondary schools. For small schools we would recommend a teacher-librarian and for big schools a full-time professional librarian. Hence we should provide courses for both.

The course for the teacher-librarian should be a part-time evening course extending over two academic terms. Admissions should be restricted to graduate trained teachers and the syllabus should comprise:

A. **Knowledge of Books:** As a students' advisor in reading and reference, the librarian needs to have a knowledge of children's literature: books, periodicals and reference works; and of books relating to the school curriculum. He should know what kind of books appeal to different types of juvenile readers and to the various age-groups.

B. **Role of the Library in Education:** This would cover the training of the students in the use of books and of the school library; the use of the reference books; planning the library period; methods of study; note-taking; co-ordinating the class teaching with the library in co-operation with the teachers.

C. **Library Technique:** An elementary knowledge of classification, cataloguing, organisation and library routine.

D. Practical classification, cataloguing and reference work.

The aim of the course for a professional school librarian should be to provide a core of basic library education which is normally found in all the courses conducted at present, supplemented by a special course to meet the various needs of school librarianship such as:

A. Children's Literature.

B. Educational and Child Psychology.

C. Library in Education.

Neither a student's nor a teacher's work can be complete without a school library. It is needed first for the teacher's own intellectual growth; it is needed in all subjects, for reference, for study, for illustration, for illumination; it is needed in training students to work for themselves; it provides the material through which a rich personal life can be developed. It is only when the use of the library at school has become habitual and is seen to be a matter of necessity that the library will become essential to the student in later years.

The Teaching of Classification and Cataloguing : A Few Random Thoughts

Miss D. Nanavutty

Deputy Librarian,

British Council, Western and Central India

It has often been said that a library is as good as its book-stock: one can add that it is as good as its catalogue. Indeed, today, more and more in this scientific and technical age, libraries are tending to be stocked with a greater and increasing collection of non-fiction books which are read by a constant stream of people, both students and others, interested in knowledge for its own sake and in this atmosphere a well-compiled catalogue is a tool of the most vital importance.

Cataloguing and classification have always been important subjects in the curriculum of library examinations. Of all subjects taught classification is perhaps the most scientific, the most clearly a subject whose mastery requires knowledge and skill. Most other branches of library 'science' (as the term has wrongly been ascribed and continues to be wrongly ascribed, to librarianship), are not sciences at all, and in practice almost all branches of library work, with the exception of reference and enquiries work, can be picked up by the average school boy; it is on the cataloguer and classifier, however, that the entire burden of the systematic arrangement of books and other materials, rests.

If the teaching of classification and cataloguing rested merely on an explanation and study of the half-a-dozen odd classification schemes in use, and the learning by rote of a standard cataloguing code, the task of the teacher would be a comparatively simple one; but it is a thorough mastery of the theoretical principles of classification that must be mastered by students long before they reach the stage of actually applying any scheme to their book-stock and it is precisely on this point that the cart is almost invariably put before the horse. Many students are already familiar with a particular scheme of classification and are too loathe and too lazy to bother to find out its basic defects or strength as a working tool. Most classification schemes are so dependent on the pioneering genius of Melvil Dewey's Decimal classification that their practical inadequacies and their failure

to improve fundamentally on the Decimal Classification can be traced to their developing a practice without examining its theoretical basis. The first steps of a good teacher is precisely to inculcate this theoretical basis. The underlying principles of subject analysis are extremely simple : applying them to such matter as books is, unfortunately, very difficult indeed; for a cataloguer is not merely a caretaker, at least not today—he has, alas, been exactly that in the past. Today he is the **organiser** of a collection and his function is to make sure the knowledge in it is available in the most effective and scientific manner possible.

A good teacher of classification must therefore be able to get across to his students the following four essential points :-

1. The fundamental structural elements which make up a classification scheme thus making it easier for a dispassionate assessment of existing schemes.
2. Giving a thorough groundwork of Ranganathan's facet structure of subjects whereby a rational and consistent approach can be made by those cataloguers who may well have to compile their own scheme for a highly specialised collection of books on an obscure subject. None of the general classification schemes in use will meet these needs.
3. An effective reference and readers advisory service, requires not only a knowledge of individual titles but an awareness of their complete subject content, so that these obscure pieces of information may be trapped in catalogues, indexes and other systems of arrangement, and a faceted classification provides for this.
4. The older classifications, with all their faults, had many excellent and valuable features; these essences have to be distilled by the teacher and incorporated in a single, integrated presentation of the modern theory of classification. By this means a lot of dead wood can be recognised and discarded.

These four fundamental principles of the teaching of classification may appear simple on paper, but they are extremely difficult to impart. One of the many pitfalls which teachers tend to fall into is to treat classification as an abstract science not related to that very unscientific element indeed—the vagaries of the public. Having therefore concentrated up to now purely on the techni-

cal aspects of the teaching of classification, a strong plea must be made at this point to teachers not to divorce at any time in their teachers the practical realities that have to be met with when putting a scheme into practice especially in public libraries (and most libraries cater to a public of some description, small or large). One of the fundamental essentials, therefore, in choosing a classification scheme for libraries already with a comparatively large membership, must be **simplicity**. In theory of course such an ingredient is quite immaterial, in practice it is vital. This is the overwhelming reason why Dewey's pioneering classification in spite of glaring weakness of collocation and notorious confusions and inconsistencies, still holds the field way ahead of all others. It is supremely simple. It was the first to introduce the principle of relative location, mechanizing location through the means of a decimalized notation of pure decimal numbers of extreme simplicity and flexibility. In addition several mnemonic features make it easy to memorise; a relative index of immense detail assures certainty in locating a class and consistency of placing by the cataloguer. A permanent editorial board brings out new editions revising the weakness of old placings, doing away as far as possible with cross-classification and generally bringing the classes up-to-date with modern scientific progress. And, above all, it is more easily understood by the general reader; a vital point in practical classification.

If I have dealt with this scheme in fuller detail and not with the others. it is merely to point out that no teacher of classification can afford to sit in an ivory tower divorced from the practical realities that will face his students when they go out into the hurly burly of actual library work. One of the cataloguer's chief enemies will be time. The average library, even a small branch one, will put out at least 150-200 new books a week, if not more. The routine spent in processing these books after they have been catalogued is time consuming enough; if time has to be spent in giving books class numbers from the more abstruse schemes, and considerable time is spent when using these schemes, a monumental back-log of books will be the inevitable result.

I have, you might justifiably argue, given all my time to the teaching of classification and have largely ignored the question of cataloguing and reference material. The reason is that not much can be done by the teacher where cataloguing and reference material are concerned. Students have to master a cataloguing code. (I myself have never seen the point of learning this by heart, since the object of a code is, surely, that one should be able to refer to it when in need). The great debate that raised in the past over Subject catalogue vs

Dictionary Catalogue is now almost at an end thanks to the many modern devices, such as chain indexing and computer services which give the subject catalogue a distinct edge over its rival, but here again much will depend on the users and the book-stock. American libraries still lay great stress on the Dict. catalogue, maintaining that an alphabetical arrangement is the simplest for the average person to grasp. This may be so where public and book-stock reflect the 'lighter' side of life sport, biographies, fiction, etc. It certainly cannot stand up to the advantages of a subject catalogue where the stock is more technical and scientific. However an impartial assessment of both systems is essential. There are excellent little guides to practical cataloguing which cater to the needs of most students and the teacher will find little difficulty in getting their contents across. Suffice to say, that strict uniformity of entry, arrangement and style must be maintained, taught and stressed by the teacher.

Where reference material and visual aids are concerned here again little can be said as regards teaching. A knowledge of where the various forms reference material is entered such as encyclopaedias, dictionaries, gazetteers, atlases, almanacs, annuals, bibliographies, anthologies, etc. and the leading works of ready reference have to be taught, and the fundamental book-stock of at least 200-300 standard reference books in all subjects must be made familiar to the students: a tiresome but unavoidable strain on the memory. Most important also is the teacher's ability to train students in how to find information that is rarely entered in standard reference works but can be traced in the actual lending book-stock on the shelves. For example, a request on the Hindu 'Triguna' philosophy—the three basic qualities in man—is too obscure to be mentioned in a general encyclopaedia of world religions, quite a good deal will be found on it, though, in a book devoted to Hinduism. As mentioned before, this information must be trapped by means of an index and stored for future reference. Apart from this, reference work is learnt best through experience, gained most successfully by working in the reference department of a busy public library. In no other branch of library work is experience of such fundamental and vital importance, for it is, after all, in the reference and lending departments of our libraries that the closest relationship between staff and public exists, and where a wide general knowledge, a sound education and a 'Sympathie', which amounts in some delightful cases to a positive flair, can and must be established between staff and readers, if libraries are to be regarded as places of excitement, pleasure and profit and not dusty, musty and fusty and mauseleums.

Teaching Methodology of Reference Service and Documentation

Shri K. P. Ganapathy,

American Library, Bombay.

1. Julia Ruth Armstrong in a recent article, defines a reference librarian as one who has a "wide range of intellectual interests, a genuine desire to help the inquirer, an orderly persistence in following clues often obscure, a sense of organization, staying power and doggedness of purpose." Katherine G. Harris, another author, says "reference function is concerned with the collection and organization of informational materials, answering requests for information in person or by phone and preparing lists or bibliographies for research when time permits." ALA Glossary defines thus: "That phase of the library work which is directly concerned with assistance to readers in securing information and in using the resources of the libraries in study and research." According to J. I. Wyer, reference work is sympathetic and informal personal aid in interpreting library collections for study and research. Ranganathan defines it in his own way: "Reference service, let it be asserted, is the essential process in a library of establishing contact between the right reader and the right book by personal service. It is essentially individual in nature. Its character varies with every reader book context, reference service amounts to dowering books with living energy and personality. Every other work in the library is itself fulfilled ultimately only through reference service."

2. Any method or technique of teaching reference service and documentation which produces such a reference librarian as described above is undoubtedly sound. However sound or efficient a method or technique be, a great deal of the success of a reference course will depend upon the qualities of the teacher, his sincerity and devotion to the professions of librarianship and teaching. Alfred North Whitehead's words are pertinent to the teacher student context: "Teachers should be acutely conscious of the deficiencies of the matter taught. . . . They should be on their guard against their materials and teach their students to be on their guard against them. Once learning solidifies all is over with it. . . . The danger is that education will freeze and it will be thought 'this and this are the right things to know' and when that happens thought is dead."

3. This is more true in the case of education for reference librarianship than any other profession because a reference Librarian is faced often with a multiple choice of action which involves the exercise of judgment continuously at every step in the librarian-reader relationship. How to interview a person in order to ascertain what type of material to provide him to satisfy his enquiry, how far to go on a question and when and how to refer him to other agencies, are matters which necessitate individual judgments by the reference librarian so that the enquirer will return with maximum available information and gratefulness to the library as an institution. The present course content and teaching methodology adopted in schools of librarianship appear to be inadequate to equip a student librarian at the end of his degree course to straightaway practise in a library without going through a prolonged period of apprenticeship training or orientation.

4. The present practice of teaching this subject in most university schools and library association schools more or less consists of:

- (1) Teaching students how to differentiate the various types of reference works through lecture-notes.
- (2) Familiarising the students in practicals with the contents of over a 100 well known reference works coupled with lectures on reference method.
- (3) Lectures about patterns of organization and administration of reference departments.
- (4) Lecture-notes on nature and purpose of documentation, bibliographies, translation, abstracting, indexing and reprographic methods. Role of machines in information processing and retrieval.

Students are instructed through lectures and/or notes by the teacher. Practical work consists of students writing out evaluations of reference works and finding answers to reference questions. The final examination consists of a theory paper and a viva voce tested where the students are asked to indicate sources to answer specific questions.

5. It will be seen that the course takes for granted the ability of the student to converse with the library patron at various levels of education, understanding and work experience, and to work with the enquirer to satisfy his enquiries by providing right information and references. A reference librarian

will fail as much in his work through his inability to ascertain from the enquirer what he specifically wants as through his inability to locate correct answers quickly through the multitudes of reference materials at his command and accessible thorough interlibrary cooperation. His knowledge of reference materials should be as thorough as his knowledge of communications technique through speech and correspondence. The course as taught now appears to be drab without the living personal touch of a live reference library atmosphere. Hence this course has little interest for the students.

6. Dr. Ranganathan advocated the case study method over twenty years ago to remedy the defect. In the current edition of his book, *Reference Service*, there are nearly 200 case studies involving all conceivable reader-librarian situations. A case study is the record of a reference query answered in a library. They may be presented either in a written or tape-recorded form. A case study relates the course content to the realities of a case study gives basic information about the library locale, introducing the characters in the study. The remainder consists of a dialogue between the librarian and the enquirer leading to an accurate understanding of the enquirer's needs. The students are then asked to locate information and reference to answer the question. The instructor at the end discusses with the students the interview technique adopted in order to pin-point the specific need of the visitor. Several schools in the United States are experimenting with the case study method of teaching reference service and library administration.

7. Enthusiasts of the case study method deplore the overemphasis on the mastery of reference books in the traditional method of book-lecture-problem-method of teaching. Advocates of the case method criticise the traditionists for compelling the students to memorise details of a large number of reference books, although they do not explain how a reference librarian can afford to depend upon case methodology and reasoning faculty alone when he is too often quickly called upon to locate the right book containing the right piece of information merely through an association of ideas with certain forms of books. If one were to depend upon case study methodology alone, it would take several days for the reference librarian to locate details about the foreign debts of the United States including statistics in the *Dictionary of American History*! In like manner would an anti-traditionalist take undue time to find out that the *Cumulative Book Index* is a source for the real names of authors signing pseudonyms! Examples can be multiplied to prove that forms of reference books do not mutually exclude each other. Add to this the explosive development of subjects narrowing the gulf that separates any

two subjects. It is important for a reference librarian to know alternative sources for answers to a single query. If a practising doctor can remember and recall at will thousands of formulas to match various types of ailments, and if an engineer can remember specific forms and functions of thousands of spare parts of many complicated machines, why shouldn't the reference librarian be able to remember and recall at a moment's notice sources of thousands of items of information in individual reference publications. An average reference librarian goes far beyond this and is able to match the enquiries of library patrons with information in many non-reference books which he has read or perused. This type of a memory working through the principles of association of ideas develops through practice in a reference service intelligently committing to memory the contents of at least a couple of hundreds of reference works. In doing so, he is only equipping himself with certain indispensable tools of his trade.

8. To a student gifted with the capacity for abstract thinking and students who are already working in libraries, the case technique of study does not have as much meaning as reading prefaces of reference volumes studying arrangements of subjects and comparing treatments of the same subjects and comparing treatments of the same subject in similar volumes. Such a student is the exception and a bright one too, who can see and study first class reference method in the design of a reference book. This explains why some of our best reference librarians today did not have to undergo the case method of instruction! An unbalanced emphasis on the case method of study during the short span of teaching time available is likely to leave the student a superficial reference librarian without adequate knowledge about standard source materials.

9. On the other hand the case study method of instruction, undoubtedly, has a vital role to play in the education of a reference librarian. It will, however, in my opinion, lose much of its value if it is not followed by the role playing technique. The students should be given opportunities to play the role of a librarian faced with an inquirer for information as well as the role of an inquirer seeking information from the librarian. This can be done in the library of the library school or the university library. Much of the sting of frustration of reference work would disappear if the student is made to assume the role of the inquirer and to identify himself with the enquirers' difficulties in locating information and expressing what he wants so that the student will develop an adequate understanding of the average inquirer's problems in a library. In this process the library student should also have some experience at the reference desks of public libraries.

Enquirers do not ask questions according to the DDC system of knowledge classification or the UDC or CC. The students could improvise all conceivable librarian-reader situations which would prove as a challenge to the student librarians.

10. Practical bibliography is very much neglected in many schools. Practical experience in the compilation of bibliographies of not only books but also magazine literature on specific subjects would go a long way in familiarising the student with the subject approach to any problem. Since any good reference library requires the staff to do supplementary indexing of various kinds involving newspapers and magazines not indexed by regular indexing services, the degree course should enlarge the scope of its coverage of documentation service. Only two institutes in India - Documentation Research and Training Centre, Bangalore and INSDOC, New-Delhi - now offer an year's specialised course in documentation. Both the courses are exhaustive. There is a need for the university degree course to enlarge the scope of their documentation course to include some detailed teaching about the universe of knowledge and patterns of knowledge development, documentation techniques and reprographic methods.

Maintenance Of Standards In Library Education

By

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Introduction :

In analysing the maintenance of standards in library education it is imperative to know the purpose of library education. The purpose is very well expressed in the words of J. Periam Danton,

“The preparation of man and women who will be competent to carry on the complex and frequently highly complicated bibliographical and professional tasks connected with the ordering, cataloguing, classification, dissemination and general administration of the book collections of a modern library”.*

In the practice of librarianship, the librarians, have established certain principles which consistently permit us to discharge our professional duties in an efficient manner. When we talk of standards, i. e. a goal or objective for which we aspire, we talk of this scientific paraphernalia which help us to achieve this goal. From an analysis of our experience in the field of library education we can also establish our standards for this purpose. The analysis is to be done of the following three factors :

- I The objectives of education for librarianship,
- II What are the essential elements on which the education for librarianship depends,
- III The way in which we provide the education for librarianship.

* J. Periam Danton, “Education for librarianship”, Paris Unesco, 1949. Unesco Public Library Manuals, 17, p. 5.

I Objectives of Education for Librarianship :

It is already stated above that our purpose is to "prepare men and women" for performing "complex and highly complicated tasks" connected with book acquisition, classification & cataloguing and organisation & administration of "a modern library". When we talk of modern library we have to take into account the different types of existing libraries in the country. The different types of libraries are public, school, university & college, research and special libraries. If we examine the different courses of diploma in Library Science or Bachelor in Library Science we will find that the courses are provided to acquaint the students with a general course which will be quite useful to the needs of all types of libraries. In one academic year after graduation if our library students can only achieve this objective it will be, indeed, an achievement for library educators in the country. It may be said that to further train up these persons for different types of libraries is the responsibility of the advance courses in Librarianship. I limit my discussion only to the first steps in library education which almost all our library schools have taken by now. It is very natural that the further steps, i. e. advanced study will be naturally affected by our beginnings in this field.

Let us check up whether we really acquaint the students of library science with a general course in library science which will be useful to the needs of all types of libraries in the country. Do we really teach both the schemes of library classification viz., the Dewey and the Colon with all our sincerity? I underline the word sincerity, because some schools omit Colon and give a very heavy doze of D. C. while some other schools neglect D. C. and are highly enthusiastic about Colon.

Even for practical classification also students of Library Science in our country must be well acquainted with practical work in Colon as well as D. C. This is what the different types of libraries in the country need from our trained librarians, and if we fail to meet this need it is now high time for us to amend the situation. We have to forget our likes and dislikes for either Colon or Decimal and we have to be impartial teachers with an open mind of a scholar towards both these schemes.

The second weakness which our library schools reflect is the neglect of Reference Service. Most probably you will find that the theoretical part of Reference Service is included as a part of a whole paper - "Biblio-

graphy, Book Selection, Reference Service, or Bibliography & Reference", and there is practically no provision for giving practical drill in the use of even the most essential reference tools, with the result that a very weak reference service or practically no reference service is given to the readers in our libraries. All sided development in the country brings more and more demand from the readers for efficient reference service.

In short the ideal which our library schools may keep in mind is in co-ordinated blending of theory and practice.

This has been very precisely expressed by Dean Ralph Tyler in his paper "Education problems in other professions".

"Effective professional education requires this close connection between theory and practice. Without theory, practice becomes chaotic, merely a collection of isolated, individual cases. Theory gives meaning and unity to what would otherwise be specific and isolated cases. On the other hand, without practice, theory becomes mere speculation. The realities of practice provide a check upon pure speculation, a test of the adequacy of theory. Practice also suggests the problems which must be dealt with by any comprehensive theory. Hence, these efforts to connect theory and practice more closely are important contributions to professional education". To maintain the standards regarding objectives of Education for Librarianship, I believe the above statement of Dean Ralph Tyler should be our guide post.

II Essential elements on which the education for Librarianship depends :

On the following three elements the process of education in general depends and education for librarianship is no exception to this. These are (1) the school; (2) the teachers; and (3) the students.

(1) & (2) **School and teachers in Library Science** : Let us examine the situation prevailing in our country with special reference to education for librarianship. For this the important recommendations of the report of Advisory Committee for Libraries and the U. G. C. Library Committee Report are already before us.

(A) **Recommendations of the Report of Advisory Committee for Libraries.**

“We recommend that universities teaching Library Science should create separate departments of Library education and the University Grants Commission should subsidise them. There should be adequate number of whole time staff for these departments. If any employee in the university library is engaged in teaching in the Department, he should have sufficient relief from his library work to enable him to devote time to study and to prepare his lectures and engage the students in a full time study”.*

(B) Recommendations of the U. G. C. Library Committee are

- “(1) The ratio of teachers to students in the B. Lib. Sc. course should be below 1 to 10.
- (2) Steps should be taken to see that non-graduates are not admitted to the B. Lib. Sc. or Dip. Lib. Sc. courses in any university.
- (3) The Dip. Lib. Sc. courses, now being conducted by universities, may be made into B.Lib.Sc. course.
- (4) Only a first grade dept. of Library Science maintained by a university, should, in addition to the course for B.Lib.Sc. give a course for the Master’s Degree in Library Science (M.Lib. Sc.).
- (5) A first grade department of Library Science in a university should have a minimum full time staff of the Professor, one Reader and two Lecturers in Library Science.”**

How far our library schools have been successful to achieve these standards recommended by these two expert Committees? Unfortunately, the answer is “very little” and I may tell you that very little is also not encouraging. Many of our library schools are still not separate departments of library science, but are still attached to the University Library and the Senior Officers in charge of the university library management are assigned the teaching work in the department of library science. The new departments

* India. Ministry of Education, Advisory Committee for Libraries, Report, 1959. p.88.

** University Grants Commission, Library Committee : Report, 1959, p. 11 (mimeographed).

of library science which are coming up in our young universities, are also committing the same faults of not creating Department of Library Science as a separate full fledged department. The principle that is accepted by the university for teaching in any subject field is to establish the department and allow that department to develop its teaching programme in that subject field. This is not applied to Library Science in many of our universities. There are following two factors which are responsible for this attitude:

(1) the universities believe that if they accord the academic status to the library staff then they must do the teaching work;

(2) the library staff is in the fear that they will not be given academic status that is why they try to catch hold and at times become instrumental in creating such departments. The directions of U. G. C. Library Committee are very emphatic in this connection,

“These considerations point to the urgency of relieving the university librarian and his staff absolutely of all teaching work. The library school of a university should be put completely in charge of full-time teaching staff.”

The U.G.C. must use all its influence upon the universities to establish separate Departments of Library Science. The U.G.C. also should make it clear with all the emphasis at its command to the universities that the question of giving academic status and grades to trained library staff has nothing to do with the teaching work in Department of Library Science. Their work in the library itself demands this status and grades. This the UGC can do very effectively by withholding the book grants till the trained library personnel is given academic status and grades. In this connection I would like to invite the attention of all concerned with the financing of University Libraries in the country, to the recommendation of Dr. Carl M White in his report “A survey of the University of Delhi Library”.*

“Librarians, books and buildings are essential ingredients of a well-rounded library programme, and their relative importance over the years is roughly in that order. Surely India would pile up trouble for herself if she were to invert the order and put professional manpower last on the list”.*

* Dr. Carl M. White, “A survey of the University of Delhi Library”, a report, 1965, p. 86.

We have started piling up this trouble in our university libraries because we get book grants and grants for building but as again pointed out by Dr. White in his above report, the UGC is unable to take staff cost more directly into account.

"The second improvement which likewise may require modification of UGC terms of reference is to take staff costs more directly into account". You will please excuse me for going little out of my subject.

The recommendations of UGC Library Committee regarding strength of the teaching staff are as under :

For a first grade department of library science

1 Professor

1 Reader

2 Lecturers

or the ratio of teachers to students in B. Lib. Sc. course should not be below 1 to 10.

Hardly few of the Department of Library Science in the country will be having this minimum standard prescribed by the UGC.

(3) Students :

Most of the points regarding students will be covered under the admission to library science and I would not like to repeat them here.

Some time back in a seminar organised in Baroda University regarding maintenance of standards in higher education, it was not possible to come to the conclusion whether the standards are falling. This needs lot of surveys and then it can be definitely ascertained as to where we stand.

In relation to Library Science, and with a particular reference to students, I am of the opinion that our standard so far as Ist and Higher IInd class students are concerned, it is coming up but the standard of the pass class students is going down. I have formed this opinion on the basis of my observation of performance of our First and Second Class students in various libraries for a period of about seven years. I may mention that all of these students were merely pass class graduates of their university but they were really First class students in their study of Library Science. I frankly admit that this is my personal observation and it is my opinion. I can't say that this is generally true every where in all other universities.

III The way in which we provide the education for Librarianship :

This particular aspect of library education, I believe, is fairly covered under Topic No. 1 (i) of the seminar, and I need not mention it in detail here.

Appendix-B :

Abstracts of Remaining Papers read at the Seminar

1. "My impressions on Diploma / Degree Courses in India" by Shri V. V. Kulkarni, University Librarian & Head of the Deptt. of Lib. Sc., Nagpur University.

Reviews the curricula for the courses in Library Science, both at the Degree and Diploma level at various Universities and recommends uniformity among these. The inclusion of the paper on General knowledge in some of the courses is questioned. The position of a Diploma holder vis-a-vis a Degree holder is also discussed.

2. "Post-Graduate studies and research in Library Science", by Dr. N. I. Pandya, Librarian, Bharatiya Vidya Bhavan, Bombay.

Course contents for degree in Library Science at different Indian Universities are compared. A co-ordination of these courses by a high level committee is advocated. The inclusion of a foreign language in Master of Library Science Courses is suggested. The possibility of getting the right of teachers is also considered.

3. "Library Education in India", by D. W. Shewde, Lecturer in Lib. Science, University of Poona.

Policy of admissions : Discusses the criteria of admission and points out the difficulties involved therein. Emphasises 'interview plus academic qualifications' as the main criterion. Maintaining standard for Library Education : Discusses difficulties

involved. Suggests that the period of training is an important point.

4. "The role of Library Associations in the professional training" by Shri S. S. Rege, Librarian, Siddharth College of Arts & Science, Bombay.

Reviews historically, the part played by Library Associations abroad and in India, in the training of Librarians. Suggests modifications in courses at the three levels—Certificate, Diploma and Degree and also the coordination between Library Associations and Universities for conducting Library Training courses.

5. "Addition of a Library Public Relations Course to education for Librarianship at Degree level" by Shri K. P. Ganapathy, Librarian, American Lib., Bombay.

Recommends the inclusion of Public Relations Course in the curriculum of a Library Degree Course, for Library promotional work. A suggested course outline is included.

6. "Orienting the cataloguing personnel" by Shri C. E. John, Librarian, Siddharth College of Law, Bombay.

Emphasises the techniques and personal traits necessary for making good cataloguers.

7. "Teaching methods for in-service training programme" by Shri P. C. Shah, Librarian, ATIRA, Ahmedabad.

Two modern methods – Programmed Instruction and Case method are recommended in preference to the lecture–discussion reading approach, and the group dynamics and audio–visual methods for improving teaching for Library Degree Courses.

8. "Evaluation of student's work" by Shri D. N. Shukla, Deputy Librarian, Gujarat Vidyapith Granthalaya, Ahmedabad.

Defines 6 tests for ranking and evaluating student's work, viz. (i) Informal and standardised tests, (ii) Speed, power and mastery tests, (iii) Oral, essay and objective tests (iv) Individual and group tests, (v) Verbal, non-verbal and performance tests, and lastly (vi) Readiness and diagnostic tests.

Appendix-C :

LIST OF DELEGATES

1. Shri Agarwal, S. B., Lecturer, University of Nagpur.
2. „ Anderson, B. B., Deputy Librarian, University of Bombay.
3. Smt. Alamulla, S., Librarian, British Information Service Library, Bombay.
4. Shri Bashiruddin, S., Rtd. Librarian, Aligarh Muslim University, Aligarh.
5. „ Bhagwani, P. N., Librarian, Jai Hind College, Bombay.
6. Smt. Bhiwandkar, S. G., Librarian, Government Law College, Bombay.
7. Shri Bijapur, M. H., Librarian, Grant Medical College, Bombay.
8. „ Chakradeo, P. D., Librarian, H. R. College of Commerce, Bombay.
9. Smt. Cheerath, P. P., Librarian, L. I. C. Central Library, Bombay.
10. „ Clark, Dorothy L., Director of Libraries, U. S. I. S., Bombay.
11. „ Dalal, H. V., Librarian, I. C. I. C. I., Bombay.
12. Shri Dhumal, P. B., S. N. D. T. Women's University Library, Bombay.
13. Smt. Divan, Sharda B., Dean of the Faculty of Arts & Chairman of the Library Committee, S. N. D. T. Women's University, Bombay.
14. Shri D'Souza, J. P., Cathedral John Cannon Boys School, Bombay.
15. „ Fernandes, D. A., Deputy Librarian, St. Xavier's College, Bombay.
16. „ Ganapathy, K. P., Librarian, U. S. I. S., Bombay.
17. „ Gandhi, R. S., Assistant Librarian, University of Gujarat, Ahmedabad.
18. „ Ganpule, S. R., Librarian, Kirti M. Doongursee College, Bombay.
19. Smt. Gidwani, D. S., Librarian, Institute of Science, Bombay.
20. Shri Gore, N. A., Librarian, University of Marathwada, Aurangabad.
21. „ Havnur, S. K., Assistant Librarian, Tata Institute of Fundamental Research Library, Bombay.
22. „ Hingwe, K. S., Librarian, University of Poona, Poona.

23. ,, John, C. E., Librarian, Siddarth College of Law, Bombay.
24. ,, Jogdeo, R. G., Assistant Librarian, University of Marathwada,
Aurangabad.
25. Smt. Joshi, L., Librarian, P. V. D. T. College of Education for Women,
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26. Dr. Joshi, P. M., Deccan College of Post-Graduate Studies & Research,
Poona.
27. Smt. Karandikar, N., Assistant Librarian, S. N. D. T. Women's University
Library, Poona.
28. ,, Khandwala, Vidyut K., Librarian, S. N. D. T. Women's University
Library, Bombay.
29. Shri Kolhatkar, R. S., Reference Officer, The Times of India Press,
Bombay.
30. ,, Kulkarni, V. V., Librarian, University of Nagpur, Nagpur.
31. Smt. Madiman, S. A., Assistant Librarian, University of Bombay.
32. ,, Mahale, M. N., Librarian, Sadhana School of Educational Research
Training, Bombay.
33. ,, Maniar, K. C., Lecturer, P. V. D. T. College of Education, Bombay.
34. Shri Mehta, H. C., Offg. Librarian, M. S. University of Baroda, Baroda.
35. Smt. Menkurkar, K., Maharashtra Granthalaya Sangh, Bombay.
36. ,, Mone, M., Assistant Librarian, Mumbai Marathi Granth Sangrahalaya,
Bombay.
37. Shri Naidu, M. K. R., Assistant Librarian, S. N. D. T. Women's Univer-
sity Library, Bombay.
38. Smt. Nanavutty, D., Deputy Librarian, British Council Library, Bombay.
39. Shri Padhya, L. M., Lecturer, M. B. College of Education, Anand.
40. ,, Pai, K. N., Librarian, CIBA Research Centre, Goregaon, Bombay.
41. Dr. Pandya, N. I., Librarian, Bharatiya Vidya Bhavan, Bombay.
42. Shri Patel, C. R., Librarian, Sardar Vallabhbhai Vidyapeeth, Anand.
43. ,, Phadke, P. S., General Secretary, Vidarbha Granthalaya Sangh,
Nagpur.
44. Smt. Papat, B. F., S. N. D. T. Women's University Library, Bombay.
45. Shri Puranik, K. D., Curator of Libraries, Bombay.

46. ,, Railkar, M. G., Library Assistant, Tata Institute of Fundamental
Research Library, Bombay.
 47. ,, Rao, K. R., Librarian, Tata Institute of Social Science, Bombay.
 48. ,, Raut, M. D., Shivaji University, Kolhapur.
 49. ,, Rawal, M., Curator of Libraries, Ahmedabad.
 50. ,, Rege, S. S., Librarian, Siddharath College of Arts & Science,
Bombay.
 51. Smt. Sales-Pontes, H., Lecturer, S. H. P. T. School of Library Science,
Bombay,
 52. Shri Saraf, R. Y., Asst. Curator of Libraries, Aurangabad.
 53. ,, Sathe, P. R., Librarian, Asiatic Society, Bombay.
 54. ,, Shah, P. C., Librarian, Ahmedabad Textile Research Institute,
Ahmedabad.
 55. ,, Shewde, D. W., Lecturer, University of Poona, Poona.
 56. ,, Shukla, D. N., Deputy Librarian, Gujarat Vidyapeeth, Ahmedabad.
 57. ,, Sovani, M. V., Librarian, Gokhale Institute of Politics & Economics,
Poona.
 58. ,, Tikekar. A. C., Assistant Librarian, Shivaji University, Kolhapur.
 59. ,, Trivedi, B. I., Librarian, Indian Institute of Technology, Powai,
Bombay.
 60. Smt. Trivedi, U. S., Librarian, Gandhi Smarak Sangrahalaya Library,
Bombay.
 61. Dr. Vajifdar, M. B., Librarian, Tata Institute of Fundamental Research
Library, Bombay.
 62. Smt. Vartak, R. M., Lecturer, P. V. D. T. College of Education, for
Women, Bombay.
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Appendix-D :

Daily Programme of the Seminar

December 1-4, 1965.

Place : S. N. D. T. Women's University, Bombay-1.

Timings : Morning Session : 9-30 a.m. to 12-30 p.m.

Afternoon Session : 2-30 p.m. to 6-00 p.m.

Director : Shri S. Bashiruddin,

Rtd. University Librarian,

Aligarh Muslim University.

Wednesday, December 1, 1965

Inaugural Meeting

Registration of Delegates at the Patkar Hall in the New University Building.

- i) Invocation.
- ii) Welcome address by Dr. (Smt.) Premlila V. Thackersey, Vice-Chancellor, S. N. D. T. Women's University, Bombay.
- iii) Introduction to Seminar on 'Library Education' by Smt. Sharda Divan, Dean of the Faculty of Arts and Chairman, Library Committee.
- iv) Inaugural address and opening of the 'Book Exhibition' by Dr. P. V. Cherian, Governor of Maharashtra and the Chancellor of the University.
- v) Address by the Director of the Seminar, Shri S. Bashiruddin, Rtd. University Librarian, Aligarh Muslim University.
- vi) Vote of Thanks by Smt. Vidyut K. Khandwala, University Librarian, S. N. D. T. Women's University, Bombay.
- vii) Group Photo.
- viii) Visit to the Exhibition.
- ix) Delegates to meet the Governor at tea.

Lunch Break.

Afternoon Session :

- i) Director's Address
- ii) Presentation of Papers on Topic No. 1

Tea Break

- i) Presentation of Papers on Topic No. 1 (continued)
- ii) Director's Summing up and Group Formation and Selection of Group Leaders.

Thursday, December 2, 1965 :

Morning Session :

Group Discussion on Topic No. 1

Tea Break

Group Discussion (continued)

Lunch Break.

Afternoon Session :

- i) Presentation of Group Reports & General Discussion

Tea Break

General Discussion on the Report (continued).

Friday, December 3, 1965 :

Morning Session :

- i) Presentation of Papers on Topic No. 2.

Tea Break

General Discussion on Methodology

Lunch Break.

Afternoon Session .

Discussion on Teaching of :

- i) Library Classification
- ii) Library Cataloguing

Tea Break

Discussion on Teaching of :

- i) Library Organisation
- ii) Library Administration
- iii) History of Libraries.

Saturday, December 4, 1965 :

Morning Session :

Discussion on Teaching of

- i) Reference Service & Information Services
- ii) Documentation
- iii) In-Service Training Programme
- iv) Tours.

Tea Break

- i) Address by Shri T. D. Waknis, Ex-Curator of Libraries, Bombay.
- ii) Address by Shri K. L. Joshi Secretary, University Grants Commission on "U. G. C., University and College Libraries & Librarianship."
- iii) Concluding Discussion on Topic No. 2.

Lunch Break.

Concluding Session :

- i) Director's Concluding Remarks and consideration of the recommendations on Topic No. 1 & 2.
 - ii) Formulation of Resolutions to be adopted.
 - iii) Vote of Thanks.
- Governor's Reception.
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