

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,*

**S.N.D.T. WOMEN'S UNIVERSITY LIBRARY,**

**1, Nathibai Thackersey Road,**

**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,  
Library Committee.
3. Smt. Tarunica Dehejia, Member, Library Committee.
4. Dr. K. R. Mahishi, Head of the Department of  
English, Sydenham College of Commerce & Eco-  
nomics, Bombay, & Member, Library Committee.
5. Dr. M. B. Vajifdar, Librarian, Tata Institute of  
Fundamental Research & Member, Library Committee.
6. Shri D. S. Phatak, Principal, S. N. D. T. College  
for Women, Bombay & Member, Library Committee.
7. Smt. Dorothy L. Clark, Director of Library Services,  
U. S. I. S., Bombay.
8. Shri B. B. Anderson, Deputy Librarian, University  
of Bombay, Bombay.
9. Shri S. S. Rege, Librarian, Siddharth College of  
Arts & Science, Bombay.
10. Smt. K. H. Bhansali, Registrar, S.N.D.T. Women's  
University, Bombay.
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*

# Introduction

A proposal was made by the S. N. D. T. Women's University to the University Grants Commission for giving a generous grant to hold a Seminar on 'Library Education' at this University. The U. G. C. agreed to the proposal and the Seminar on 'Library Education' was held on the University Campus from December 1 through 4, 1965.

The main purpose of this Seminar was to review recent trends in the field of Library Education. A number of New Departments of Library Science have been opened by various Universities and the time has come to formulate 'National Standards' for conducting such courses. It was also felt that the time has come to review the field of 'Library Education' and with the U. G. C. agreeing to the proposal, the University organised this Seminar.

The Seminar discussed the following two topics under 'Library Education' :—

- 1) Education for Librarianship.
- 2) Teaching methods for Teacher's in Library Science.

## Participants :

The participants to the Seminar were :

- i) University Librarians
  - ii) Librarians of Special Libraries
  - iii) College Librarians
  - iv) Librarians of Public Libraries
  - v) Faculty Members and
  - vi) Representatives of Library Associations
- from the States of Maharashtra and Gujarat.



### **Inaugural Session :**

A colourful function marked the Inaugural Session of the Seminar which was held on Wednesday, December 1, 1965 at 10 A. M. in the Patkar Hall of the University and was attended by distinguished guests, delegates from Maharashtra and Gujarat, Local Librarians, and Faculty Members. Dr. (Smt.) Premlila V. Thackersey welcomed the participants and the guests. Dr. P. V. Cherian, Governor of Maharashtra and Chancellor of the University, inaugurated the Seminar, declared open the Book Exhibition and also declared published the "Directory of Libraries, Publishers and Booksellers in the City of Bombay, 1965". Smt. Sharda Divan, Dean of the Faculty of Arts and Chairman, Library Committee, spoke on the salient features of the Seminar. Shri S. Bashiruddin, the Director of the Seminar, made a learned speech. Kum. Vidyut Khandwala, University Librarian, proposed a hearty vote of thanks to Dr. P. V. Cherian, Governor of Maharashtra and Chancellor of the University, and to the delegates and guests present.

### **Observations :**

The Seminar served a highly useful purpose in providing the Librarians of the two States a common platform on which to meet and discuss problems of professional interest and exchange their views in the form of comprehensive recommendations for the improvement of Education in Librarianship and teaching of Library Science. It is gratifying to record that the discussions were marked not only by seriousness of purpose but by knowledgeability, maturity of thinking and flexibility of approach. Papers which were submitted, read and discussed were of high order.

The procedure adopted was the reading of the papers by the delegates in the open session, followed by a general discussion, and later, in groups under the leadership of one of the delegates. The proceedings of the groups were then submitted to the general body for further deliberation. The conclusions arrived at were then consolidated under the following heads for submission to the U.G.C.

1. Objectives
2. Durations and types of courses.
3. Admissions
4. Medium of Instructions
5. Curriculum

6. Teaching
7. Examination
8. Text books.

#### **M. Lib. Course :**

There was however serious discussion held by the delegates on the following important topics :-

- a. Appointment of Accrediting Authority by the U.G.C.
- b. Revision policy for the contents of the M. Lib. Course.
- c. Replacement of the present M.Lib.Sc. Course by a new course to meet the New Academic Challenges at the Universities and at higher Research Levels.

#### **Conclusions :**

On the concluding day, Saturday, December 4, 1965, Shri K. L. Joshi, Secretary U.G.C., addressed the delegates. His address created lot of interest in the delegates, as it touched many points which the delegates discussed earlier.

On behalf of the University, Kum. Vidyut Khandwala, proposed a vote of thanks to Shri K. L. Joshi, Shri T. D. Waknis, Shri S. Bashiruddin, Director of the Seminar, and the Group Leaders and the Visiting delegates for their attendance and for making this Seminar a grand success.

Shri K. S. Hingwe on behalf of the delegates, thanked the University for inviting them to participate in the Seminar—a first of its kind to be held by any University.

# Welcome Address

*By*

**Dr. (Smt.) Premilla V. Thackersey**

*Vice-Chancellor*

It is my very pleasant duty and privilege to welcome our popular Governor, Dr. P. V. Cheriau in our midst today. It was very good of Dr. Cheriau to accept our invitation to inaugurate the Library Seminar and open the Book Exhibition, and declare the University Publication, "Libraries, Publishers and Booksellers in the City of Bombay" as published.

Library Science is comparatively a new field of training and is becoming more popular day by day as its value is being realised by the public. Libraries are now attached not only to schools and colleges but even to industrial, technical and other institutions. Trained Librarians would perform their duties better and serve the purpose more admirably than untrained people.

I am glad that this Seminar organised with financial assistance from the University Grants Commission is going to deal with a number of problems connected with the Library movement and I am sure the findings will be useful to everyone concerned.

I also welcome Shri Bashiruddin, Ex-Librarian of the Aligarh University, who has very kindly agreed to direct the whole seminar. He is so enthusiastic about this function and so deeply interested in it that he has come to the city much earlier to sit with his colleagues and help them in deciding the conduct of the Seminar.

Our Education Minister had earlier agreed to be the Chief Guest but owing to the Assembly Session in progress at Nagpur, he is unable to join us. It is unfortunate that he is unable to be with us, but I am sure his best wishes and blessings are with us.

Finally, I welcome the Seminar Committee Members and the delegates who have come from Maharashtra and Gujarat to participate in the Seminar. I hope they will find their stay pleasant and profitable.

To the other special invitees to the inaugural function and the Members of book-trade who have co-operated with us in the book exhibition, I extend a similar welcome.

I may add that Shri K. L. Joshi, Secretary to the University Grants Commission, is specially coming to this Seminar, though official duties have delayed his coming to the last day.

After Smt. Sharda Divan explains the purpose and objectives of this Seminar on Library Education, I shall request our Governor to inaugurate the Seminar and the Book Exhibition.

# Address

*By*

**Smt. Sharda Divan,**

*Dean of the Faculty of Arts*

**&**

*Chairman, Library Committee.*

**Rajyapal Dr. Cherian, Shri Bashiruddin,**  
Vice-Chancellor, delegates and friends,

It is indeed a great pleasure to have to-day with us our Chancellor and Shri Bashiruddin, one of the most experienced persons on Library techniques to guide the deliberations of this Seminar. The presence of so many delegates from far and near on this occasion also shows that this Seminar has evoked great interest.

We are all agreed that Libraries have become very important—I should say very essential—they are the 'life stream' of students, teachers, children and general public. Library is a window to knowledge and research and through these the stature of a nation develops. That is why Library Education and training have become very important. We have to man our libraries and this must be done in the best manner possible. Many Universities are to-day introducing degree courses in Library Science and a couple of these have even started M.Sc. in Library Science. This is, therefore, the most opportune time to meet and solve many problems—academic and otherwise—which confront us. It is essential to evolve a proper (uniform) pattern of courses suited to the varied needs of the people. Unless we minutely look into these details and other allied problems, many difficulties will arise. I therefore, congratulate Miss Khandwala, our Librarian, for taking up the challenge of organising the Seminar.

I concede I am not an expert on Library Education, but I will put before you a few problems as they strike me.

First of all, we will have to find out what our needs are, what the demand is, i.e. what sort of Librarians we want to turn out. We must consider the needs at all levels—University, Secondary, School, Children, and the general public.

Secondly, we have to consider whether we want highly skilled professionals or a combination of organizational ability and scholastic attainment. On this will largely depend our syllabus and training. While considering this, we must decide whether mere practical training is necessary or to orient the courses so as to meet the needs of school libraries.

Should there be selective admissions to these courses? There is a dearth of good, efficient teaching personnel and this problem has to be tackled. Lastly, how will the Diploma holders compare with the Degree holders? Should we have orientation courses for them? All these are important problems and I am sure the delegates who are well-informed on the subject will be able to evolve something useful and meet the objectives.

On this occasion our Librarian, Miss Khandwala, Assistant Librarian, Mr. Naidu and the staff have arranged a Book Exhibition and taken great pains in compiling a Directory of Libraries, Publishers and Book-sellers in the City of Bombay and Greater Bombay. I congratulate all of them for the trouble they have taken. It covers Universities, Schools, Public Libraries, Technical and Engineering Libraries, etc. I am open to correction if I am wrong, but I am told such a compilation is first of its kind and therefore those who have worked on it deserve our warm appreciation and commendation. I am sure it will be very useful.

S. N. D. T. University, established in the year 1916 and celebrating its golden Jubilee in 1966-67, is only an infant University compared to others. It was only a Registered Society for many years. Only in 1949-50 it got the status of a Statutory University. I should say this span of 15 years is the first phase of our real development and efforts are made in all directions to raise its stature. The University Library came into being in the year 1955-56 and has gradually grown. To-day we have about sixty to seventy thousand volumes on our shelves and a spacious library building. There is a branch of the University Library at our Poona Campus where a college is conducted by the University. The Diploma Course in Library was started in the year 1961, the Degree Courses in 1964 and I am glad to be able to say that our graduates are well employed.

I am sure this Seminar will prove to be useful in every way and I wish it success.

Thank you.

# Inaugural Address

*By*

**Dr. P. V. Cherian**

*Governor of Maharashtra*

Friends,

It is highly appropriate that the S.N.D.T. Women's University should be the venue of this seminar on Library Education. I had occasion only recently to mention this subject in my address to the Convocation of the S.N.D.T. University. This is the only women's university in India and it has been developing a number of faculties where women can receive specialized academic education and thereby serve the country. One such important field is library service. This is an area where women can make a highly significant contribution in the organisation and development of library facilities and I am happy to know that in Bombay atleast there is a preponderance of women in this profession. This university is already running a special course for this purpose. I am sure that the discussions in this seminar will prove of great value to the authorities of the S.N.D.T. University in the planning of their librarianship course and in its future development in the post-graduate stage. I have no doubt that the rest of the country will be equally able to draw fruitful lessons from this seminar.

Our way of life has always attached the greatest importance to the development and dissemination of knowledge in all departments. We are proud inheritors of a tradition where knowledge has come down to us through more than 3,000 years in a form and detail which is amazing. We can cite the great example of the Vedas which have come down to us till recently through oral tradition. Their purity of recension, whether we hear them recited in Kashmir or Kerala, is a tribute to the fidelity of the guardians of our knowledge who have employed a number of devices to maintain the integrity of Vedic knowledge. We also have an enviable

record of libraries maintained in different parts of our country in ages when collection and preservation of manuscripts called for great ingenuity and devotion. Takshashila and Nalanda in days of old, other centres where princes provided patronage like Tanjore, Baroda, Bikaner and Jaipur, come readily to our mind. The collections in many such centres are preserved to this day and are freely available to scholars and research workers. This tradition is to be jealously maintained by our country as one of the leading custodians of knowledge—ancient and modern.

To come to later days, Indian contribution to development of library science and the art of library organisation has been equally unique. Dr. Shiyali Ranganathan is today one of the world authorities on library science. His contribution to the theory of librarianship and his development of colon classification rank among the highest achievements of librarianship. It has been my privilege to have known Dr. S. R. Ranganathan closely during our long association with the University of Madras. The University library in Madras ranks among the best in our country and is a monument to Dr. Ranganathan's services to librarianship. As you know, Dr. Ranganathan has given a lifetime of service to this cause. He has also made over the entire earnings of his life to the founding of a chair in librarianship and the continued development of this branch of knowledge. His is but the latest example of such devotion as has helped us preserve our tradition of knowledge and its dissemination. Many are his students who are carrying forward the torch of knowledge which he has lit and so long as there are such men and women, we can be sure that librarianship will have an honoured place in the academic discipline of Indian institutions.

Librarianship today has developed so fast in so many directions that important areas of specialization have come into being. Public libraries, municipal libraries, research libraries, special libraries, art libraries, children's libraries, are all branches which today call for considerable education and experience in their running. I am sure this seminar will be devoting its attention to these different branches of librarianship and be making suggestions that can help us offer better services in every one of these fields.

There are subject specializations which also have assumed significance. Bibliography, classification, cataloguing, reference services, documentation, retrieval of information, preparation of syllabi for seminars and group discussions, selection and accession of books, provision of help to readers



and the economies of library management, are some of the important subjects. Each of these will require detailed examination by a group of experts like you. You will have to examine the present state of affairs, locate any deficiency that may be found there, suggest remedies and propose improvements in them.

This seminar comes at an important time. As a democracy, we have to rely on an educated and well-informed electorate for making our system of Government a success. The thirst for knowledge has always been there and today it has assumed special importance against the background of a rapid social, scientific and technological development. Sources of information have also been growing at a fast pace. Newspapers and periodicals, books and pamphlets, charts and diagrams, maps and atlases, audio-visual aids like slides, records, tapes, educational films and the like, have to be classified and made available to the serious students. It is no longer possible for anyone even to claim to know that he knows all sources of information on his subject. This specialized advice has to come from the well-equipped librarian who can devote his entire time and energy to this work alone. It is in this context that specialized training and experience become necessary.

We have a number of diploma courses in librarianship in many parts of our country. Some universities have also started degree courses. But it is necessary today to organise more post-graduate courses in librarianship and offer facilities for research at the Ph. D. level. Leading universities have already blazed the trail. It is our hope that as many universities as possible will soon be able to offer such degree and post-graduate courses.

Many States in our country have passed library legislation for the organisation and maintenance of chains of libraries. It is a sad fact that owing to various difficulties, it has not been possible for us to divert as much energy and resources to this important service as we should have done. This should not dishearten us, specially when we realise the problems that have been pressing on us all round. We should take cheer from the facts that inspite of immense handicaps, we have at least made a beginning in library service and have something to show as an earnest of the importance we attach to this service. All of us can rest assured that both State patronage and public philanthropy will soon enable us to take important strides towards an adequate system of libraries in our country.

I should like to touch briefly on the subject of book production and printing in general. Indian newspapers enjoy a well deserved reputation for their objectivity and enterprise. They have a rapidly increasing readership. But barring a few honourable exceptions we cannot say that newspaper production on the technical side is as good as it should be. The present shortage of good newsprint, the non-availability of high-class printing machinery, the small scale of many enterprises and the problems they face in regard to newspaper economy—all stand in the way of achieving technical excellence. But here to, it should be possible for initiative and enterprise to make small but significant advance in many directions.

Typography, for example, is a field that has not received the attention that is its due. We have a number of languages apart from English. Their scripts are often beautiful but they pose a number of problems for the printer. Moves are afoot towards script reform. But we tend to get hogged down in needless dispute in regard to details. The time has come when we should look ahead and plan for a script reform that will help us make the maximum use of technological improvement. This may not be strictly within the purview of a seminar devoted to library education. But these are marginal subjects which can definitely benefit from studies made by experts like you. Bibliography in its wide sense includes the printing and get-up of reading material. As librarians, you have to examine criteria like readability and legibility. Academic groups like yours can come forward with suggestions in this regard which may be more readily acceptable to the public. What you propose in the field of book production will very often be applicable in the printing of newspapers as well.

A lively controversy has been going on about the import of books and journals from abroad. The present shortage of foreign exchange need not be with us for any long time. It may soon be possible for our country to revert to its policy of generous provision for book imports. At the same time, we can use the present occasion to bring about a larger production of quality books in our own country. Surely this need not be an impossible task. The book exhibition which has been organised in connection with this seminar should give us sufficient faith that we can do this in a fairly short time.

I have great pleasure in inaugurating this seminar on library education and declaring the book exhibition open.

JAI HIND

# Address

*By*

**Shri S. Bashiruddin,**

*Director of the Seminar*

Friends,

I am keenly conscious of the honour the S. N. D. T. Women's University has conferred upon me by inviting me to direct the seminar on education for Librarianship under its sponsorship. But for the flimsy snow-cap I wear on my pate and but for the long years I have spent in the profession-albeit gathering little moss, I have looked in vain for support behind the choice. I am, however, fully appreciative of the confidence, the Vice-Chancellor and her advisers have reposed in me. On my part, I shall try to contribute my share to the deliberations on the topic jointly with able, experienced and enthusiastic band of librarians gathered here for the purpose. It will be my endeavour to see that the deliberation on the topic to follow lead to constructive and useful result. Allow me, Ladies and Gentlemen, to begin with the observation that, by their presence on the occasion, the Head of State has placed the profession of librarianship under a deep debt of gratitude. It augurs well for the advancement of Library Science and Librarianship in Maharashtra. As the senior-most representative of the profession, I bow before you, Sirs, on behalf of my colleagues and on my own behalf.

This seminar, Ladies and Gentlemen, could not be called a day too early, considering how acutely its subject has been exercising the mind of the Librarian on the one hand and of the users of the library on the other. While the librarian grows increasingly conscious of the lacunae in his professional training in the efficient discharge of his obligations at the library counter, the public he serves often has reasons to feel impatient with the ineptitude the former exhibits in meeting his demands. The librarian's sense of discomfiture derives not from his failure to master properly the know-how of his vocation, nor does the reader's disappointment spring from an attitude of unreason. The truth of the matter is that the problem is perennial; it is inherent in the very nature of the library. As an adjunct of society at a given point in history the demands on it change as the pattern

of society changes. As long as change occurs at measured steps adjustments take place unperceived. When it occurs not only in rapid succession but also results in diversification in the form and character of an institution, practice outstrips theory. Such a development naturally finds the functionaries groping for fresh norms which need time to emerge. The interregnum is a period of crisis, to quote Toynbee—with a difference that such crises occur in our profession at shorter intervals as it approaches maturity than in the life of a civilisation. If a civilisation can respond to the challenge and recover equilibrium so can the library as I shall presently show if you join me in a voyage through our past.

We are indebted to the Sumerologist, that “narrowest of specialists in the highly specialised academic halls of learning, a well-nigh perfect example of the man who ‘knows mostest about the leastest’ for having pushed our genealogical table back almost to the dawn of recorded history. Describing as “the first library catalogue” a cuneiform tablet in the Chicago Museum, Dr. S. N. Kramer in his revealing book “History Begins at Sumer” writes: “It is an ancient Sumerian ‘book list’. It is small, only  $2\frac{1}{2}$  inches in length by  $1\frac{1}{2}$  inches in width, and in practically perfect condition. The scribe, by dividing each side into two columns, and by using a minute script, succeeded in cataloguing the titles of sixty-two literary works on this tablet”. Proceeding in his account of the tablet, Dr. Kramer adds: “At present we are ignorant of the practical purposes which the catalogue was intended to serve and can only guess at the actual factors that impelled the scribe to a particular choice. To mention some of the more obvious possibilities, he may have written the titles as he ‘packed’ the literary tablets in a jar, or as he ‘unpacked’ them, or perhaps as he arranged them on the shelves of the library room of the ‘tablet house’, as the library was then called”.

Now the Sumerian civilisation is said to have flourished from mid-fifth to the end of the second millennium B.C. and is described as the home of ‘firsts’ in the history of civilisation. Writing among other ‘firsts’ was a Sumerian gift to man and so, we are told, was the library. If the knowledge of our descent from the originators of civilisation fills us with a sense of pride we should be forgiven. True, hardly any light is yet thrown on the librarian in Sumer, but the Sumerologist is confident that such knowledge may be forthcoming as soon as the thousands of tablets that await decipherment are studied.

Nor are we any wiser when the archaeologist discovers in the ruins of ancient Egypt two graves said to be those of father and son and described as the "Keepers of the books", as Librarians then were called, beyond the fact that the profession was hereditary in the Nile valley civilisation four thousand years ago.

It is to the cuneiform reader again that we turn for more detailed and pertinent knowledge of the librarian's education in ancient past. Writing on the Assyrian royal libraries of the 7th century B. C., Edward Chiera writes in his "They Wrote on Clay": "But the work that these later Assyrian kings did was more than that of merely collecting and recopying the material found in ancient libraries...the task the kings set themselves was to retranslate this whole mass of material into vernacular and to adapt it to the needs of the time. The old Sumerian stories were published as they were found, with an interliner translation in the Assyrian language". "The man in charge of the collection", writes Elmar D. Johnson in 'Communication', "was known as the 'Man of the Written Tablets'. He was assisted by a large staff in arranging the clay tablets in the library roughly by subject and in lettering their outside according to their contents". The valuable information was gathered from these Assyrian libraries of the ancient world is that these were not only the store-houses of clay tablets attached to Sumerian, Egyptian and Babylonian temples, but centres of learning and scholarship in possession of Kings attached to the palaces, and in the custody of librarians who not only knew how to classify, catalogue and arrange the tablets on library shelves but were learned men charged with the task of deciphering, translating, annotating and commenting on the literary works. The scholar librarian makes his debut in the history of the profession and continues for the next two thousand years and more. Thus, the Alexandrian library founded by Ptolemy I., Alexandar's general and biographer, and modelled after the famous royal library Assurbanipal built in his equally famous capital Nineveh in all respects, had the distinguished Greek scholar and poet Callimachus among its librarians. Callimachus, it is said, also set the pattern of bibliographical compilations as we know them today.

Despite gradual changes occurring in the concept of the library as it progressed and the consequent adjustment taking place in its organisation and administration through the Greco-Roman period and the early and late Middle Ages, the librarian had no serious problems to contend with in regard to his educational requirements. Reasons are obvious. Only a few could read. Books being in manuscript form were not only costly

but difficult to obtain. And, most important of all, the world had yet to experience the knowledge explosion which followed in the wake of the Scientific Revolution about the 17th century. The librarian had a limited number of books to take care of; a few readers to serve and a few disciplines to master. He knew the contents of all the books under his care and hence could guide a reader in any subject the latter was interested in.

All this changes with the invention of printing by movable type about 1450. This invention, described as "the second most important event in the history of books and libraries"—the first being writing—brought about profound changes in the cultural life of mankind. To quote from Elmer D. Johnson again: "The coming of printing meant that new ideas could be easily disseminated, could reach thousands of readers, rather than half a score... More books were being printed and more books were being read..Probably more than any other single thing, the invention of printing ushered in the modern era". In the library itself the invention introduced revolutionary changes. The library was no longer attached to monasteries as during the Middle Ages. Ever increasing numbers of books found their way into it and, instead of being kept in chests or chained to reading desks, they were arranged on shelves around the walls. The need of arranging books on the shelves, according to some system, was felt and a catalogue as a guide to the library contents was available. Paper had entered Italy from Moorish Spain in the thirteenth century, a fact which greatly facilitated the large scale printing of cheap books and their circulation.

All these developments in the world of books had an impact on the profession of the librarian. The tradition of scholar-librarian was continued but an appraisal was afoot of his education. Thus Hugo Blotins, the 16th century librarian of the library of Vienna: "...a librarian should be learned in languages, diligent and quiet, adding, by way of reminder to his master, the Emperor, that if not of noble blood he should be given a title to enhance the dignity of his office". Then we have Cotton des Housayes thus to the general assembly of the Sorbonne in 1780: "Your librarian should be, above all, a learned and profound theologian but to this qualification, which I shall call fundamental, should be united vast literary acquisition, an exact and precise knowledge of all the arts and sciences, great facility of expression, and lastly, that exquisite politeness which conciliates the affection of his visitors while his merit secures their esteem. A Librarian truly worthy of the name should, if I may be permitted the expression, have explored in advance every region of the empire of letters, to enable him afterwards to serve as a faithful guide to

all who may desire to survey it. . . . Thus the superintendent of the library, whatever be its character, should be no stranger to any department of learning; sacred and profane literature, the fine arts, the exact sciences, all should be familiar to him". The stress, as you notice in des Housayes' search after a librarian's education is on learning and erudition. And please contrast this demand on the librarian to what is distinguished librarian of the last century had to say on the same subject. I mean Jonn Winter Jones, Panizzi's right hand man at the British Museum. "A Librarian", says Winter Jones, "cannot know too much, or be too catholic in his knowledge. Devotion to a particular branch of study in a rock which he ought to avoid; and this ought to be borne in mind by those who select him, for it is not given to many men to be able to resist the temptation to follow a favourite pursuit in order that they may devote themselves to the multifarious details of a librarian's office. The man who proposes to himself to be a good librarian must be satisfied with knowing an infinite variety of things; he must be content with a general insight into the various faculties, but must not endeavour to be great in any". But the view of Cary, a colleague of Winter Jones at the British Museum expressed on the issue is worth consideration. Cary describes himself and his colleagues "as sheep travelling along the road and stopping occasionally to nibble a little grass by the wayside". The controversy continues until we come to the modern age in librarianship when President Barnard of the Columbia University, persuaded by Melvil Devwey, recommends to the Trustees the establishment of the first school of Library Science in the U. S. A. In his annual report for 1883, accordingly, President Barnard said: "In the past few years the work of a librarian has come to be regarded as a distinct profession, affording opportunities of usefulness in the educational field inferior to no other and requiring superior abilities to discharge its duties well. The librarian is ceasing to be a mere jailor of books, and is becoming an aggressive force in his community. There is a growing call for trained librarians animated by the modern library spirit. A rapidly increasing number of competent men and women are taking up the librarian's occupation as a life work.

As those best qualified to judge who have given the subject their attention agree that such a school once established and properly conducted is sure to succeed. . . the undersigned respectfully recommends to the Trustees that they should take into serious consideration the expediency of opening here at an early day a school such as is above described".

The factors behind this new development in the librarian's education were the 'rapidly multiplying collections, growing demands for service, and

numerous innovations in techniques...public as well as academic libraries required larger and larger staff of skilled workers to keep their increasingly complex systems functioning efficiently". The library school at the Columbia University under Melvil Dewey supplied the librarians required for a time.

Soon, however, it was felt that mere knowledge of techniques was not enough and that to be a successful librarian a sound educational background was essential. It was discovered that assigning of figures and letters of alphabet on the spines of books, copying the title page on slips of paper and issuing and returning books at the counter served well as long as the readers' demands were confined to fiction, books of adventure and exploration, biography and such other literature supposed to enlighten the citizen; or to books of information such as dictionaries, encyclopaedias, directories etc. But once the pattern of reading changed and librarians were required to meet the demands of research and serious study, their role also changed from a mere classifiers and cataloguers of books to that of a co-partner with the scholar and the scientist in search of specialised information. The second noteworthy change which has led librarians to a re-examination of the traditional pattern of their education is the diversification which has crept into librarianship. Whereas formerly we had the academic library mostly attached to colleges, or the public library, today we have the school library, the college library, the university library, public library, prison library, the hospital library and so on and so forth, together with the specialist libraries split into as many categories as knowledge has been fragmented into.

All these developments in library service point to diversification of training culminating in extreme specialisation under each of the above categories. The problem before the seminar is : How to bring about a union between the knowledge of library techniques, broad-based academic background, and specialisation in the area of learning in which the librarian has to function as a partner with the subject specialist—the only difference between the two being, whereas, the former's knowledge in the subject will have to be extensive, the latter's will be intensive. This applies to all disciplines, the artificial and arbitrary division of knowledge into the science, the humanities and the social sciences notwithstanding.

In short, the seminar will have to tackle the problem of library education in the light of the diversification taking place in the structure of the library itself and the changes in the pattern of demands on its service. I am confident it will tackle it successfully.



## Vote of Thanks

By

Kum. Vidyut K. Khandwala, *University Librarian & Head of  
Shri Hansraj P. Thackersey School of Library Science*

Hon. Dr. P. V. Cherian, Lady Thackersey, Smt. Sharda Divan,  
Shri Bashiruddin, Fellow delegates and Friends,

I have been assigned to perform a very pleasant duty, to move a hearty vote of thanks to our popular Governor, Dr. P. V. Cherian for gracing this function and delivering the inaugural address. You, Sir, as the Chancellor of this University have been taking keen interest in all the activities of the University and your guidance will be always useful in solving some of the problems of the University. It is indeed a sign of good omen for us Librarians that you, Sir, have associated yourself with this Seminar on 'Library Education'. Time has considerably changed and to-day the Library has become a vital instrument in the hands of an Educationalist for developing new ideas and preserving them. The Library has become the Centre of all Educational activities. In your convocation speech, Sir, you have rightly said that "We do not as yet have a well developed chain of Libraries in our country but as more people will be educated, will need more and more Libraries and Librarians". This new discipline which has been introduced in a number of our Universities needed a new approach for its further development and the interest of a State Authority in the Library movement shows that the state should give priority to develop a chain of Public Libraries which will help to disseminate knowledge to all sections of the Society. I once again thank him for sparing us his valuable time for this function.

I would now like to say a few words about the Seminar which is the first of its kind to be undertaken by a University. All this would not have happened if we had not received a generous grant from the University Grants Commission. We have gathered here Librarians, representing Universities, Public, Research, Institutions, Colleges, Schools and Lecturers in Library Science. Library Education today needs to cater to all types of Libraries and I hope that the discussion at this Seminar will be useful in gathering and formulating new ideas on training, that will be useful to run them. The Seminar Programme and the Papers have been distributed to all the delegates and I hope that we will be able to make your stay comfortable and enjoyable.

I am happy to announce that Shri. K. L. Joshi, the Secretary, U.G.C. is specially coming to Bombay to meet the delegates and give a talk on 'U. G. C., University and College Libraries and Librarianship'. We are looking forward to it.

I would also like to mention here about a small project which was undertaken by us during this occasion and as a result of it, the 'Directory of Libraries, Publishers and Booksellers in the City of Bombay 1965' has been just now declared published by you, Sir. The survey was conducted by my staff to find out the facilities available in the City of Bombay and to prepare a comprehensive data about it. There may have been many lapses which I hope you will overlook and send in your suggestions so that we may be able to do better in future.

I also extend a hearty vote of thanks to Shri. S. Bashiruddin for coming down to Bombay, to direct this Seminar. He is the former University Librarian of the Aligarh Muslim University and has the honour of building not only a fine Library but also a valuable collection. He has also taught at the Library School in Aligarh. He has the unique honour of being the first Graduate of the London School of Economics and one may ask him as to why he has been with this profession? He has worked on many committees appointed by different authorities to look in to the complex problems of Libraries & Librarianship.

I have also another very pleasant duty to perform and that is to thank the 'Book Trade' for readily accepting our invitation to put up a 'Book Exhibition' on this occasion. When you will visit the different stalls you will be all pleased to see the amount of work and energy spent on it to give you an idea of the 'World of Books'. The Book-trade is the back-bone of Libraries and without them we will not be able to build a good library collection. My thanks are due to the Seminar & Steering Committee Members for co-operating with us and guiding us. I also thank Prof. Sadwalkar for the Artistic Cover Page of the Directory. I am also thankful to the distinguish gathering and fellow delegates for attending the function and wishing us well.

In the end I am thankful to our reverend Vice-Chancellor, Dr. (Smt.) Premlila V. Thackersey for guiding us and taking keen interest in the Seminar. Smt. Sharda Divan, Dean of the Faculty of Arts and Chairman of the Library Committee, has always been very helpful and our thanks are due to her. I also thank Smt. Kamalini Bhansali, Registrar & Shri I. N. Kaji, Deputy Registrar, for associating themselves so actively with all our activities and guiding us. In the end I must not forget my staff members, who have worked very hard to make this Programme a Success.

# Address

*By*

**Shri K. L. Joshi**

*Secretary, University Grants Commission,  
New Delhi*

Lady Vice-Chancellor, Mr. Bashiruddin, Mrs. Bhansali, Ladies and Gentleman,

I am very much grateful to you for giving me this opportunity of associating myself with this Seminar, of which this is the last day. It seems to me however, that I would not have been able to come here but for the pressing invitation of Miss Khandwala and Mrs. Bhansali and a very great pressure brought on me by Lady Thackersey when she was in Delhi.

As Miss Khandwala has explained, my association with this institution is very old. About 35 years ago, I worked as an honorary lecturer in the newly started college of the University for a couple of years with the permission of the Principal of Wilson College where I was then working on the staff. During these 35 years or so, this institution has developed in a wonderful way. When it was first started, there was a lot of hesitation and doubt in the minds of many. But during these years this institution has done wonderful work. I feel that whether the U. G. C. had assisted it or not, this University had roots and springs of development and would have progressed on its own. The assistance of the U. G. C. only accelerated the growth and established its prestige early. So, no wonder that we find vast number of activities in the field of Home Science, Arts, Library Science and many other activities, having the same academic zest as in other universities. I find that this University is producing graduates comparable with the best in the country.

So with this association, I was very much interested in this Seminar on Library Science. Library Science is a new term to me. I am used to 'Librarianship'. In London, they still call it 'Librarianship'. I was always wondering how much

science it is ? But since we say social science e. g. Economics is a Science, I feel there may be no difficulty in describing this as Library Science.

This is my another major interest, developed out of sheer love of books and out of a few lectures which I attended in the School of Librarianship in London. This passion or love of books grew more out of the work done as Professor-in-Charge of the College Library where I worked. This followed me wherever I went. I was officer-in-charge of the Central Secretariat Library, New Delhi, which is one of the biggest Government Libraries. It is a very important Library in the Government of India, run by the Ministry of Education. When I went to Planning Commission, they knew my love of Libraries and I was given the additional charge of its Special Library as Chairman of the Library Committee. We are now building up in the U. G. C. a Special Library. It had a very humble beginning and is growing up from about 10,000 volumes, as a specialised library for university education.

There are many difficulties which small libraries like ours, have to face especially in classification schemes to be followed. I feel that I am one of the old fashioned men. But the main thing about classification is not to debate about it but to see that the books that you want, are available to you for the research or for the purpose for which they are meant in the quickest time possible. It may be my mistake perhaps, that I changed the old classification scheme in our library, into Dewey. But I find that during the last two years, the system has worked very well, extremely well. I am not getting into controversy at all. I think there are many good points about the Colon Classification and it has worked in some places with success. I am particularly impressed by Gokhale Institute of Economics and Politics, Poona, where this scheme is in force and the books are extremely well classified; though I don't get the books I want. May be, I am not used to it. I always feel sort of lost in the arrangement. The library staff is, of course, very good and would get any book for me in a matter of minutes. I do not like to get into the technicalities but this is my little experience. But there is something else about Colon Classification - especially its Documentation, facets and Depth Classification, which I think, are a great contribution to Library Science. But for practical purposes in the case of small libraries, we have to consider how staff could manage different problems and how we achieve efficiency and economy. On visits to institutions, I usually do see their libraries and study their working. It is perhaps more out of sheer love

of books, apart from the organisation and administration of libraries which is a very interesting problem.

I find that the situation for modern librarians is really very challenging. They talk to you about Depth Classification, about advance cataloguing and all kinds of technical expressions with which I was not quite familiar and which makes me feel how interesting this ever developing subject is.

I have read through all your papers, which Miss Khandwala was kind enough to send me, in Delhi. I read them very assiduously, very carefully. And if I may say so, the quality of the papers is really very high. I do not mean this as a technical opinion but this is a layman's opinion and of one who is interested in Librarianship and in modern currents. I felt very much interested. Though I received your papers only yesterday, I did not mind spending the mid-night over the reading. I really got engrossed in the papers and especially papers about training for Librarians. I was really impressed by one paper there. It is by Miss Nanavutty. It is very interesting and striking in spite of its stray or random thoughts. The author speaks from her experience. It has a flash and flair. It makes me feel that there are some people who have original thinking in this field; those who express their own experiences and not all the time are looking for what others have said either here or in the U. S. A. or U. K. or for what appears in the latest volumes of library journals. There are some other learned papers too, from Poona University Librarian and from others, which really impressed me. I need not make here comments on particular papers as you have already discussed them. I felt I ought to have been present for the discussions on some of the papers at least. I am sure that the discussions must have been as interesting as the papers are.

As interesting point is what the U.G.C. is trying to do for the University and College libraries for the last 7 or 8 years. There is an oblique or perhaps a direct reference to U. G. C. in one of the papers, regarding non-availability of the report of Dr. Ranganathan Committee. The report was published only a few days back, a copy of which is here and I have great pleasure in presenting it to Miss Khandwala to-day. This is about training in Library Science. But I find materials included in your papers more up-to-date, for the Ranganathan Committee had started work in 1961. The material and documentation are more than four years old and are perhaps out of date, at least some of it though the principles mentioned there are very important. Another U. G. C. Publication, which is a hot-cake, is also from a Seminar under Dr. Ranganathan on University and College Libraries. A copy of this

also, I am presenting to Miss Khandwala now. I hope they will be widely circulated and they will be criticized and discussed. Personally I desist from making any comments.

The University Grants Commission have been making grants for buildings of university libraries, for improving salary scales of the staff in the libraries, for books and journals and for equipment. The grants have also been made to certain colleges and for text-books libraries. Over a period from 1958 to 1965, more than a crore and half of rupees have been given as grants to university library buildings and an equal amount has been paid to the universities for books and journals. These grants have been used by about 55 universities. Out of Rs. 12 crores that have been made as grants to different colleges during these 7 years for improving the colleges for the implementation of the three-year degree course, more than Rs. 1 crore have gone to improvement of libraries. About Rs. 69 lakhs have been given to 85 colleges for developing them under the schemes of assistance by U. G. C. for helping the colleges to develop them with a grant of Rs. 1.5 lakhs. The postgraduate courses have developed in colleges and nearly Rs. 1 crore have been given for improving the libraries and laboratories of the science departments of the colleges, and Rs. 45 lakhs have been given to the Arts Departments. These grants have been utilized by nearly a hundred colleges. The centenary grants have been given to 52 colleges to the extent of Rs. 1 lakh each and out of these Rs. 52 lakhs quite a large amount has been utilised for library buildings, equipment and books. About 585 colleges have built up text-book libraries for students against the grant of Rs. 65 lakhs.

Salary scales of library staff have been improved and assistance has been given to the extent of 80% of the actual expenditure in the universities and 50% in the colleges over a period of five years. In many University Libraries now the scale of pay of a Librarian is equivalent to that of a Professor and the Deputy or an Assistant Librarian to that of a Reader. It will be seen from this large investment by the U. G. C. which was a prime need for many years that a great impact is being made today on the university and college libraries through these grants in the improvement of library personnel, training programmes and library buildings and equipment.

The Review Committee which was appointed by the U.G.C. in 1961 and the Seminar in 1958 have, besides discussing various problems of library development, recommended programmes which will emerge out of this and could be assisted by the U.G.C.

This seminar is concerned more about the training programmes of librarians, inevitably so because to-day more than that at any other time the college and university libraries have become so significant a part in the

development of university education, not only because a couple of crores of rupees have been spent in the past several years by the U.G.C. and the Government on the programmes of development of libraries but also because of the fact that books to-day are necessary for students and teachers in a great revolution that is taking place in knowledge. In a picture of the universities where there are crowded facilities, undersized teaching staff, etc., the strain on library resources is very great along with the demands of the intellectual community.

Moreover it would be realised that the university scene has three important aspects to be considered. In the first place, because the boundaries of knowledge are increasing, the content of courses and the university curriculum are ever changing, there is an increase in fact as well as of concept. Learned journals in science alone are doubling in a period of 7 to 10 years and the book trade is rivalling with authors for satisfying the insatiate thirst for knowledge. Books for millions are being turned out and the new paperbacks have made a revolution in knowledge. The second point is that the numbers of students and teachers are rising. They are doubling in India in a period of 7 to 10 years and I do not know whether it will be possible with all our techniques of economic development to stop this growth. The tremendous urge for knowledge is in the air and having made the broad-base of universal primary education through the three Plans, it is difficult to stem the tide of a large number of students demanding higher education and along with them is the demand for a large number of teachers. There are today about a million and half students in the colleges and universities and about 75,000 teachers, and every year we are adding nearly 7,000 college and university teachers. It will be seen that there is a constant change, and perhaps uncontrolled, but in this challenging situation we cannot allow the standards to go down and the libraries and the librarians have to play an important role in this matter.

The third point is about the problems of relationship between the universities, the central government and state governments and the University Grants Commission. In a sense the U.G.C. plays an important role of a buffer between the Government and the States. There is always a pressure of decisions from all sides and at the same time the autonomy of the universities has to be preserved. These are important matters also for the Librarians because apart from developing the libraries they are to be maintained at a certain level with grants from the State Governments.

From what I have said so far it will be seen that the training of librarianship is an important aspect of the present situation of the developing universities imposing on them new responsibilities. The Universities have to provide modern bibliographical aids, reference services,

research facilities and provision of books and journals. There are problems of classification, cataloguing, library organisation and administration. For this purpose, training is being provided at certain levels—diploma level, degree level, postgraduate level and research level. These matters have been mentioned in the papers circulated and I am sure you must have come to certain conclusions and formed recommendations in this behalf. The two reports of the U. G. C. are there before you and I do not know what I can say beyond the reports at the present moment.

The question is what kind of training is required against the background which I have very briefly described for the library staff. In many advanced countries more women are being brought in library service, and perhaps librarianship has become a woman's profession, particularly in the public libraries. It is proper from this point of view that this Women's University should organise useful training courses for women who have an important role to play. I suppose women could even be employed as part-time workers in libraries because there are many jobs like classification, cataloguing, documentation, etc. which could be assigned as part-time jobs.

Library is a temple of democracy in a university, enjoying freedom of thought and intellectual life and should be a place where all enquiries and curiosities of readers could be satisfied. After all different disciplines in universities are but a spectrum running through social and spiritual persons and they create a craving and must result in response. The ever-flowing developments of knowledge may perhaps obscure some time true purpose of education which is to build the intellectual life of men and to facilitate a dialogue with the best minds of the past. This idea of liberal education is the corner stone of university education and perhaps militates against the ideas of early professionalism. The universities have to respond to establishment of standards and pursuit of excellence and encourage a free mind which is not doctrinaire or committed in any way but shares freely in a drama of intellectual life.

I am very grateful to the organizers of this seminar for giving me this opportunity to meet you all and to share with you some of these ideas which may be found significant for development of universities and libraries. I am particularly grateful to the Vice-Chancellor, the Registrar and Shri Bashiruddin, the Director of the Seminar. We should be looking forward to very valuable suggestions emerging from the seminar.

Thank you again.



## Recommendations and Resolutions adopted by the Delegates on December 4, 1965.

The participants of the Seminar considered the recommendations in the general session presented by four Group Leaders relating to different topics and resolved to make the following recommendations to the U.G.C. for their implementation :

- 1) Objectives.
- 2) Duration and types of courses.
- 3) Admissions.
- 4) Medium of instructions.
- 5) Curriculum.
- 6) Teaching.
- 7) Examinations.
- 8) Text-books.

### I OBJECTIVES :

(i) The nature and the scope of the training should be in conformity with the type of services to be extended in different types of Libraries.

### II TYPES OF COURSES AND DURATION :

(i) There should be the following types of courses and their duration should be as mentioned below :-

M. Lib.	Academic year	..	Full Time
B. Lib.	Academic year	..	Full Time
Certificate	Academic year	..	Part time

### III ADMISSIONS :

<u>(A) Type of course</u>	<u>Qualifications Prescribed</u>
Certificate Course	Minimum S. S. C. However, graduates should not be debarred.
Degree Course	Graduate subject to entrance test.
M. Lib. Course	Second Class Diploma or B. Lib. Sc.
<b>(B) Number of candidates to be admitted :</b>	
Certificate Course	Not more than 40.

B. Lib course	Not more than 25.
M. Lib. course	Not more than 15.

#### IV MEDIUM OF INSTRUCTION :

Certificate Course	Regional Language or English.
B. Lib. & M. Lib. Sc.	Depending upon the policy of a given University in the matter.

#### V CURRICULUM :

##### Curriculum for Different Types of Courses :

- Certificate Course :**
- (i) Classification (Theory & Practical).
  - (ii) Cataloguing (Theory & Practical).
  - (iii) Reference Work.
  - (iv) Organization & Administration.
- B. Lib. Course :**
- (i) History of Libraries.
  - (ii) Organization.
  - (iii) Administration.
  - (iv) Reference Service & Documentation.  
(Theory & Practical & viva-voce).
  - (v) Classification (Theory & Practical).
  - (vi) Cataloguing (Theory & Practical).
  - (vii) Bibliography.
  - (viii) Term work.
- M. Lib. Course :**
- (i) Advanced Classification (Theory).
  - (ii) Advanced Classification (Practical).
  - (iii) Advanced Cataloguing (Theory).
  - (iv) Advanced Cataloguing (Practical).
  - (v) Specialization in any one of the following :
    1. Public Library.
    2. Academic Library.
    3. Special Library.
  - (vi) Documentation.
  - (vii) Bibliography and literature on any one of the following :
    1. Natural Science.
    2. Humanities.
    3. Social Science.
  - (viii) Sessional Project.

Note : The M. Lib. Course was a subject of serious controversy as to whether it should at all be added to the present Library Syllabus of B. Lib. Sc. and if so a thought should be given to its revision in the content of its curriculum in the light of the new academic challenges at the University and higher Research levels. The majority did not favour introducing the course as at present conducted. It was felt that before the final decision is arrived at in this connection, a survey of the situation be undertaken by a competent authority.

## VI TEACHING :

### (A) Qualifications for Teachers :

Same as has been proposed by the U. G. C. Library Education Review Committee, with the following modifications in exceptional circumstances :

This question was discussed in detail in all its aspects, theoretical as well as practical and the groups unanimously resolved to recommend that :

- (i) There should not be rigidity in prescribing specific qualifications, considering the special requirements for conducting courses and the availability of personnel.

On the basis of experience, however, the following qualifications are laid down :

#### (a) Professor & Reader :

Master's Degree plus Diploma or Degree in Lib. Sc. plus 5 years' experience of working in a University or Research Library and 5 years' teaching experience at post-graduate level in Lib. Sc.

OR

Master's Degree plus Diploma or Degree in Lib. Sc. in Second Class plus 3 years' experience in a University or a

Research library and 3 years' teaching experience at the post-graduate level in Lib. Sc.

(b) Lecturer :

Master's degree plus Diploma or Degree in Lib. Sc. Plus 5 years' experience of working in a reputed library.

OR

Master's degree plus Diploma or Degree in First or Second Class Plus 3 years' experience in a reputed library.

(c) Teacher for Certificate Course :

Graduate and Diploma or Degree in Library Science

OR

Graduate and Certificate in Lib. Sc. plus 3 years' experience in a recognised library.

(B) Teaching Hours :

B. Lib. & M. Lib. Course      Minimum 30 and maximum 35 lectures per week of 45 minutes each.

(C) Staff Ratio :

B. Lib. Course      Three full time teachers including the Head of the Department and an associate teacher, if necessary.

(D) Teaching Methods :

- (i) Students shall be required to write essays on three different subjects per paper, during the year.
- (ii) Class discussions should be encouraged.
- (iii) Cataloguing and classification should be done with titles as well as with original documents.
- (iv) Wherever possible, role playing and case-study methods be introduced

## VII EXAMINATIONS :

- (1) (a) The percentage of passing for each theory paper should be 35 and each candidate should secure aggregate of 40 of the total marks assigned to all theory papers.

- (b) The pass percentage for each practical should be 40 and each candidate should have an aggregate of 50 percent of the total marks assigned to all to practical papers.
- (c) Those candidates who obtain 50 per cent of the combined total in theory and practical shall be eligible for 'Second Class'; those who obtain 60 per cent for 'First Class'; and those who obtain 70 per cent shall be eligible for Distinction.
- (d) It is recommended that due importance be given to the work done by the candidates during the year and one hundred marks be reserved for Term Work (including Tutorials, Practicals, Journals, etc.)
- (e) It is recommended that, to observe uniformity with other University examinations, exemptions may be granted to candidates who secure 50 per cent or more in any theory paper or practical but are otherwise ineligible to pass the examination. This exemption shall hold good for not more than 3 years after the examination in which it has been granted.

## 2) EXAMINERS

There should be standardisation in the qualifications of Examiners appointed for the Library Science Examinations. It is recommended that the following qualifications be considered valid for the appointment of Examiners:

- (a) The person considered for examinership should have adequate professional qualifications in Library Science and be also qualified academically.

## VIII TEXT BOOKS

Institutions which have Department of Library Science should provide for the preparation of standard text books in regional languages in Library Sciences.

## ACCREDITATION

The Seminar unanimously recommends to the U. G. C. the setting up of an Accrediting Committee charged with the task of ascertaining the requirements for granting of recognition and financial assistance to institutions applying for help for introducing Teaching of Library Science Syllabus.

**Report and Recommendations of the Four Groups.**  
**Report of Group No. :- 1**

**Group Leader :-** Shri S. S. Rege

**Participants :-**

1. Smt. N. Karandikar
2. Smt. K. Menkurkar
3. Smt. M. Mone
4. Shri K. D. Puranik
5. Shri P. R. Sathe
6. Shri V. V. Kulkarni
7. Shri R. Y. Saraf
8. Dr. N. I. Pandya
9. Shri M. H. Bijapur.

**Topics for Discussion :-**

- i) Objectives of Library Education.
- ii) To formulate the types of Courses imparting such education at various levels.

**Recommendations :**

**A) Objectives :**

It was resolved to recommend that the aim of Library training should be to equip a trainee for the work he is likely to handle in a library. The courses, therefore, should not be identical as to :

- i) the course contents.
- ii) and be graded to suit the different types of libraries.

**B) Types of Courses :**

It was resolved to recommend the following types of courses :

**1. Elementary : Certificate Course.**

- i) **Duration :** Six to eight weeks on part-time basis.
- ii) **Aim :** to give a general training in library administration suitable for smaller Public or Subscription Libraries.
- iii) **Medium of instruction :** Should be regional language or English.
- iv) **Minimum qualifications for admission :** S. S. C. or equivalent.

## 2. Intermediate: Certificate or Diploma Course:

- i) **Duration:** One academic year on part-time basis.
- ii) **Aim:** to acquaint with general principles of library administration, organisation, classification, cataloguing and reference service; with more emphasis to be given to practical work in relation to conditions prevailing in Libraries in India.
- iii) **Minimum qualifications for admission:-** S.S.C. with experience of library service or undergraduate aspiring assistantship in a library.

## 3. Advanced: a full-time post-graduate degree course:

- i) **Duration:** One academic year on full-time basis.
- ii) **Aim:** to impart intensive training in general library techniques and with one or two optional papers relating to the special type of routine work done in special Research libraries. It was further resolved to recommend that Universities and Library Associations should from time to time, organise Seminars and special refresher courses of suitable duration to enable a working librarian to keep himself abreast of recent or current trends in librarianship.

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**Group No. :- 2**

**Group Leader :** Shri B. B. Anderson

**Participants :**

1. Smt. Dorothy Clark
2. Smt. S. A. Madiman
3. Smt. A. H. Sales-Pontes
4. Smt. Leela Joshi
5. Dr. P. M. Joshi
6. Shri K. R. Rao
7. Shri B. I. Trivedi
8. Shri D. N. Shukla
9. Shri J. P. D'souza
10. Shri M. Rawal
11. Shri P. S. Phadke
12. Shri S. R. Ganpule

13. Shri P. N. Bhagwani

14. Shri C. E. John.

**Topics for discussion :-**

**I Admissions :**

i) Number of students to be admitted.

ii) Qualifications for admission.

**II Medium of Instruction.**

**III Curriculum :**

**Recommendations :**

After discussions the following conclusions were arrived at :

**I Admissions : i) No. of students to be admitted :**

**a) Certificate Course**

1. It is recommended that admission should be conditioned by the availability of equipment, teaching personal and the facilities for practical work.

2. It is recommended the number of students in each class should not exceed forty.

**b) Degree Course**

1. same as above.

2. same as above.

**c) M. Lib. Course**

No recommendations were made by the group as after discussion the members did not feel the necessity of such a course. It, however, recommended that special courses in information retrieval, documentation, children's libraries and in such other fields should be conducted for post-degree course specialisation.

**ii) Qualifications for admission.**

**a) Certificate Course :**

i) It is recommended that S. S. C. or its equivalent should be the minimum qualification.

ii) Preference should be given to those who have practical experience of library work and/or typing.

iii) It is recommended that candidates should be interviewed personally by a board of experts and where



available, a vocational guidance officer or teacher may be invited to serve on the board.

**b) Degree Course**

**I.** It is recommended that the minimum qualification should be a bachelor's degree of a recognized university in any faculty.

ii) Preference should be given to candidates having practical experience of library work.

iii) It is recommended that a personal interview should be taken by a selection board of experts and that the results of this interview should be co-ordinated for selection with the results of a written test, taken for evaluating the ability of expression, aptitude and intelligence, etc.

iv) It is further recommended that all deputed candidates should also undergo the above interview and written test for selection.

**II. Medium of Instruction :**

**a) Certificate Course**

It is recommended that as far as possible the regional language should be the medium of instruction.

**b) Degree Course**

It was resolved that no recommendation could be made as the medium of instruction would depend on the policy of the university conducting the course.

**III. Curriculum**

**a) Certificate Course :**

Presuming that the course is to be of an year's duration and a part-time course, the following curriculum is recommended :

i) **Classification :** Principles of classification and general outlines of Dewey Decimal Classification and Colon Classification.

- ii) **Cataloguing** : The purpose of cataloguing, types and forms of catalogue, basic principles and rules applicable to the making of entries for a dictionary catalogue and alphabetisation.
- iii) **Selected topics** : in library administration and organisation, e. g. Five Laws of Library Science, accessioning, issue methods, stock-taking, etc.,
- iv) **Reference work** : Knowledge of basic reference tools.
- v) **Practicals** : in classification and cataloguing.

**b) Degree Course**

1. It is recommended that the core of basic library science subjects should be supplemented by certain related and cultural subjects such as :

- i) History of writing and libraries.
- ii) General knowledge.

2. It is further recommended that as a part of practical reference work students should be asked to compile a bibliography on a given topic as a class assignment. No marks need be assigned to this work but it should be made compulsory for admission to the examination.

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**Group No. 3**

**Group Leader :**

Shri K. S. Hingwe

**Participants :**

- 1. Smt. B. F. Popat
- 2. Smt. D. Nanavutty
- 3. Smt. M. Mahale
- 4. Shri D. W. Shewde
- 5. Shri R. G. Jogdeo
- 6. Shri M. D. Raut
- 7. Shri P. C. Shah
- 8. Shri R. S. Gandhi
- 9. Shri L. M. Padhya
- 10. Shri S. B. Agarwal
- 11. Shri A. C. Tikekar
- 12. Shri K. P. Ganapathy

**Topics for discussion :-**

1. Duration of Courses : Full-time or Part-time.
2. Qualifications for Teachers in Library Science
3. Teaching hours.
4. Teaching methods.
5. Internships.

**Recommendations :-**

**I Duration of Courses :-** It was resolved to recommend that the duration of various courses in Library Science should be as follows :-

- i) Certificate : Part-time
- ii) Bachelor's Degree : Full-time
- iii) Master's Degree : Full-time.

**II Minimum qualifications for teachers :-**

After considering the theoretical as well as the practical aspects of the question, it was unanimously resolved to recommend the following :

- i) Considering the special requirements for conducting these courses and the availability of teaching personnel in this profession, it was resolved that there should not be any rigidity in prescribing any specific minimum qualifications for teachers.
- ii) However, on the basis of present trends in recruiting teaching staff at different centres, the following minimum qualifications are prescribed :-

**A Professor & Reader :-**

- |     |  |
|-----|--|
|     | <ol style="list-style-type: none"> <li>i) a Master's degree.</li> <li>ii) Diploma or degree in Library Science.</li> <li>iii) 5 years' experience in a University or a Research Library.</li> </ol>              |
| and | iv) 5 years' teaching experience at Post-graduate level.   |
| or  | <ol style="list-style-type: none"> <li>i) a Master's degree.</li> <li>ii) Diploma or Degree in Library Science in 2nd class.</li> <li>iii) 3 years' experience in a University or a Research Library.</li> </ol> |
| and | iv) 3 years' teaching experience at Post-graduate level in Library Science.  |

**B Lecturer :-** A graduate with a Diploma or Degree in Library Science and 5 years' experience of working in a reputed library

Or i) a Graduate.

ii) Diploma or Degree in Library Science in 1st or 2nd class.

and iii) 3 years experience of working in a reputed library.

**C Teacher for Certificate Course :-**

A graduate with Diploma or Degree in Library Science.

Or a graduate with a Certificate in Library Science and 3 years' experience of working in a Library.

**General :** Exceptions may however, be made in respect of persons of outstanding performance in the field of Library profession.

**III Teaching hours :**

It was resolved to recommend that teaching hours be a minimum of 30 and maximum 35 lectures per week.

It was, therefore, further resolved to recommend that every Department of Library Science should have at least two full-time teachers with the University Librarian/Head of Dept. as Associate Teacher i.e. three in all.

**IV Teaching Methods :**

- i) Should aim to create confidence among students. To enable them to think and express themselves, discussion methods should be preferred.
- ii) There should be three tutorials per paper, per year.
- iii) Study Tours should be made compulsory.
- iv) Practicals in classification and cataloguing should be done with titles as well as with original documents.
- v) Role-playing methods, wherever possible be introduced.

**V Internships :**

It was resolved to refer the matter to the General Body as the group was unable to arrive at a definite conclusion.

**Group No. 4****Group Leader :** Dr. M. B. Vajifdar

**Participants :**

1. Smt. S. G. Bhiwandkar
2. „ P. P. Cherath
3. „ B. S. Desai
4. „ U. S. Trivedi
5. Shri P. B. Dhumal
6. „ N. A. Gore
7. „ S. K. Havanur
8. „ H. C. Mehta
9. „ M. K. R. Naidu
10. „ C. R. Patel
11. „ M. G. Railkar.

**Topics for discussion :**

- i) Examinations : Standards.
- ii) Examiners.
- iii) Text Books.
- iv) Any other special features.

**Recommendations :-****I. EXAMINATIONS :**

- (a) The standard of passing for each theory paper should be 35% and each candidate should have an aggregate of 40% of the total marks assigned to all theory papers.
- (b) The standard of passing for each practical should be 40% and each candidate should have an aggregate of 50% of the total marks assigned to all practical papers.
- (c) Those candidates who obtain 50% of the combined total in theory and practical should be eligible for 'Second Class'. Similarly, those who obtain 60% and 70% of the combined total should be eligible for the 'First Class' and 'Distinction' respectively.
- (d) It is earnestly recommended that due importance be given to the work done by the candidates during the year and a portion of the marks in each paper and in each practical be reserved for this purpose. It is, therefore, suggested

that for each theory paper 20% of the marks be reserved for the work done during the year and marks be assigned from these to the students completing two terms papers in each subject during the academic year. Similarly, it is suggested that 40% of each of the practicals be reserved for work done during the year. In both these cases, i.e., for theory and practical work done during the year, the internal teacher should allot marks and their markings be considered valid for the examination.

- (e) It is recommended that to bring about a uniformity with other University Examinations, exemptions may be granted to candidates who secure 50% or more in any theory paper or practical, but are otherwise ineligible to pass the examination. This exemption should hold good for not more than 3 years after the examination in which it has been granted.

## II. EXAMINERS :

There should be standardisation in the qualifications of Examiners appointed for the Library Science Examinations. It is recommended that the following qualifications be considered valid for the appointment of Examiners :-

- (a) The person considered for examinership should have adequate professional qualifications in Library Science and be also qualified academically.
- (b) In addition, the person must possess 3 years' experience as a teacher of Library Science at Post-Graduate level, preferably in the subject for which he is considered for appointment.

## III. TEXT BOOKS :

Realising the dearth of text-books in Library Science covering curricula followed by various library courses in India, it is recommended that immediate steps be taken to make available such text-books written, emphasising conditions existing in India. Since most of the courses are taught in English, it is recommended that such text-books be written in that language. Wherever necessary, these text-books should be translated in regional languages, to maintain a uniform standard throughout the country.

## IV. SPECIAL FEATURES :

Whilst in-service training and study tours are useful in acquainting the students with the special features and routines of libraries, it is not at all desirable to assign any portion of the marks to these activities for examinations.

# 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 interneer 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,

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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

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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

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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.

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\* 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

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\* 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”.\*

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\* 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.

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## 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,  
Bombay.
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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