

CONTINUING EDUCATION FOR LIBRARIANS

Seminar Papers



INDIAN LIBRARY ASSOCIATION
DELHI 110 009

1984

CONTINUING EDUCATION FOR LIBRARIANS

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Edited by
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INSTITUTIONALIZING CONTINUING EDUCATION

GIRJA KUMAR

1 UNIVERSITY GRANTS COMMISSION

Not too long ago, the University Grants Commission in its wisdom decided to institute continuing education programmes all over the country for college librarians through workshops to be organized by senior librarians and teachers of library science. Continuing education is intended to update knowledge in areas of direct concern to working librarians. It has thus societal impact which, in other words, means that continuing education programmes have to be socially relevant to make the maximum impact.

Continuing education programmes which are not for purposes of updating knowledge and are not socially relevant fall through. It has been established on the basis of experience all over the world. The University Grants Commission (UGC) training programme for college librarians was a very progressive step, but it failed to click because it was designed in vacuum. The training programme was of an omnibus character and the course content had no focus.

2 CITATION ANALYSIS

Obviously, the updating of knowledge was far from the mind of the course directors, as the following analysis of citations from the lead article "Technical Services in Academic Libraries" in the document circulated to the participants in continuing education programme indicated. The chronological spread of 41 citations in the articles works out as given in Table 1.

The technical services including classification, cataloguing and subject indexing are today in the forefront of knowledge. *The Library and Information Science Abstracts (LISA)* lists several thousand references to technical services.

OBSOLESCENCE IN LIBRARIANS

DONALD HAUSRATH

The changing technologies in the field of information gathering, storing, retrieving and disseminating engenders concern about the competencies one brings to the job, and the growth potential the job brings to librarians. There are dangers of career stagnation, use of outdated techniques, and a variety of problems that would appear to diminish one's competencies in library and information science.

Many organizations are grappling with the problem of maintaining and upgrading the competency of library and information science professionals. Most of the attempts focus on the last step of the process; namely, re-education or continuing education. It is estimated that American business and industry spend \$17 billion annually on continuing education of all types, yet "assessments of the effectiveness of continuing education are mixed . . . courses alone do not appear to be an effective remedy for the problems of aging and obsolescence"¹; nor do some of the past experiments in sophisticated educational technology. *Education USA* reported one study of the \$34 million in federal money funding satellite education concluded that "payoff in terms of educational experimentation was trivial when considered in terms of the total cost."²

Perhaps that \$ 34 million is an example of Down's cycle of issue attention. At present, this 'euphoric enthusiasm' is producing more courses, workshops, certificates and sessions; all very useful in themselves as long as we realize they do not always address the root causes of obsolescence. Down's cycle is illustrated in Figure 1.³

This paper will focus on factors which engender or militate against obsolescence and which must be considered before the design of the training program. These factors are : (i) the personality of the individual librarian, and (ii) the organization of the library. In reviewing these the reader may be able to assess personal and institutional needs, formulating measures to enhance growth and hinder obsolescence.

THE BRITISH INPUT FOR CONTINUING EDUCATION FOR LIBRARIANS IN INDIA

DAVID SPILLER

This paper will attempt to outline important recent developments in continuing education for librarians in Britain and describe how these may be relevant to India, particularly through the programmes of the British Council in India.

Whilst the emphasis in the present paper is on British activities, the writer believes that an international approach to continuing education programmes for librarians is essential. There is no justification for one country acting independently or in competition in a field which demands comparative studies and a pooling of knowledge.

The importance given by the Indian Library Association to continuing education has been echoed in recent years by the British Library Association's initiatives in this area. A Library Association Working Party set up in 1975 to look into the future of British professional qualifications, produced in 1977 a wide ranging review which became known—after the name of its Chairman—as the Paulin report. Amongst its recommendations were the following, on continuing education :

“Librarianship and Information Science, like all other disciplines, are now changing and developing so rapidly that education must be seen as a continuing process throughout a professional career. The Working Party considers that a first qualification in librarianship provides only a foundation on which to build, and that entrants to the profession should be encouraged to accept attendance at courses and involvement in professional activities as both desirable and necessary.

The Library Association should give support to all aspects of continuing education, whether for further qualifications or not.”

Some of the changes described below resulted from the thinking generated by

CONTINUING EDUCATION FOR TEACHERS OF LIBRARY AND INFORMATION SCIENCE : A SYSTEMS APPROACH

J L SARDANA
KRISHAN KUMAR

1 INTRODUCTION

Libraries/information centres/documentation centres play an important role in the present day information society. The quality of service provided by these institutions depends greatly upon the quality of education and training imparted to the professional staff. In order to achieve excellence in library and information science education, it becomes essential that teachers of L & IS should keep themselves up-to-date and well-informed in their fields of specialization. Such a need mainly arises because L & IS is a fast developing field. Rapid developments are constantly taking place in theories, techniques, tools, and their application.

It has been observed that like other disciplines obsolescence in L & IS is also quite rapid. The obsolescence arises because of the accelerated growth and expansion of knowledge and technology. Even the basic courses offered in the formal degree programmes are dated and lack inclusion of new areas/topics in them. As a consequence, continuing library and information science education becomes essential.

The need for continuing education programmes has been recognized by various Committees and Commissions on higher education, and professional education. Programmes similar to those used in other professions have been partly used in L & IS. Such programmes include summer schools, seminars, workshops, conferences, etc. These have been organized by University of Delhi, Documentation Research and Training Centre, and other schools of L & IS from time to time.

IDENTIFICATION OF AREAS AND PROGRAMMES FOR CONTINUING EDUCATION FOR LIBRARIES IN INDIA

M A GOPINATH

1 INTRODUCTION

Continuing education is a kind of life time learning. It is a kind of self-renewal of an urge for individual to keep abreast with the chosen field of knowledge and profession. It involves an understanding of interactions with the changes happening in every sphere of human activity. Librarians have been experiencing changes in their field. These are happening rapidly and in shorter intervals. The factors that are causing changes may be stated as follows :

1 The ever-changing developments in the structure of knowledge. It is not only increasing quantitatively but also qualitatively. There are concentrations which are discipline-oriented, mission-oriented and problem-solving approaches. There is tendency to provide cost-benefit approach by applying each invention and innovation to societal milieu. Rapid exploitation process to accelerate the socio-economic well-being of a nation and citizens of a nation.

2 The changing perceptions of users of information. The variations in their educational and professional backgrounds and their migrations into fields leading to new terrains of knowledge. Creativity and the complexity of each user leading to increasing varieties of information-seeking behaviour. The need to present information in a way that provides for quick absorption and assimilation of the same. Such a presentation quickens the pace of the development of knowledge and its utilization for societal goals.

3 The variety of information packages, in print-on-paper media such as books, periodical publications, patents, standards and specification as well as non-print media such as cassettes, slide-cum-tapes, magnetic tapes and discs video-recordings, films, have been calling for professional expertise and skills for dissemination, storing and retrieving of the same. The productive utiliz-

CONTOURS OF CONTINUING EDUCATION PROGRAMMES FOR UNIVERSITY LIBRARIES STAFF IN INDIA

A R SETHI

1 THE RATIONALE

The Law of entropy, when applied to the field of learning, should read : knowledge digresses towards redundancy unless kept up-to-date. There always occurs a gap between research and development and everyday practice. Continuing education (CE) is the solution for filling this gap (Figure 1). By continuing education is meant all the learning activities after the initial education.

The rationale of CE in the context of librarianship is this: The best library education can become obsolete in a few years, unless the librarian makes a very determined effort to continue his or her education (Bell, 1979).

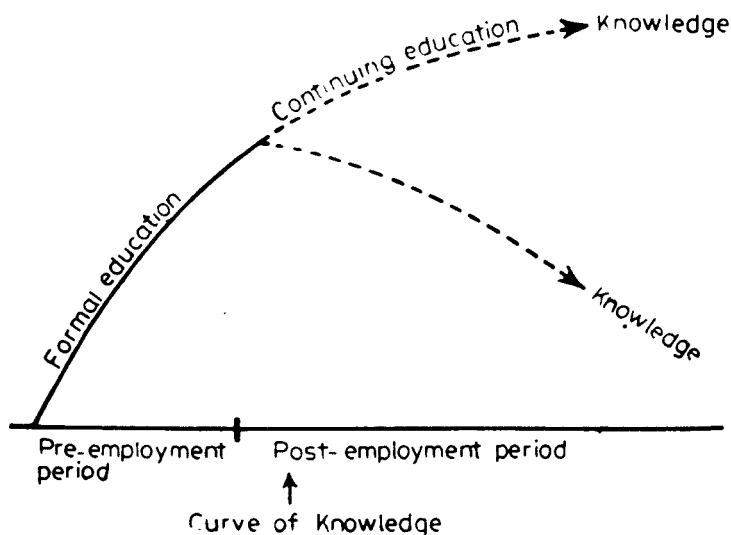


Figure 1

ROLE OF LIBRARY ASSOCIATIONS IN THE PLANNING OF USER EDUCATION PROGRAMMES IN THE COUNTRY

B GUHA
C M ANAND

1 NEED FOR USER EDUCATION

The collection of various kinds of information resources in the libraries and information centres is growing in size and complexities. Although librarians and information specialists receive complaints about inadequate resource collection in their libraries, they are all aware of the fact that even existing collection is not being sufficiently exploited. This under-utilization of available resources is influenced by various factors, some of which are user related while others are system related, such as ignorance on the part of the users about the sources of information and how to use them, lack of clear definition of needs by the users, increasing complexities in various information sources and systems, etc. One of the common remedial measures suggested for efficient and effective utilization of information resources is the initiation of user education programmes for various groups of users.

2 ROLE OF LIBRARY ASSOCIATIONS

Some enthusiastic librarians have already come forward with some kind of 'orientation' and 'instructional' programmes for their users. However, scope and contents of these programmes have been very limited with emphasis mainly on promoting better use of specific collection or service. These programmes do not cover the whole gamut of 'user education,' which connotes a more general educational activity, not limited to particular information system (Neelameghan, 1982). Here, emphasis is not merely on the use of particular collection but on creating an awareness of the value of information in educational system

CONTINUING EDUCATION IN LIBRARY AND INFORMATION SCIENCE : CONTRIBUTIONS OF THE ACADEMY OF LIBRARY SCIENCE AND DOCUMENTATION, HYDERABAD

N B INAMDAR
L S RAMAIAH
S PANDURANGAM

1 NEED FOR CONTINUING EDUCATION

The technological achievements in the modern world have created a pervading impact on society. The life of the community is changing fast as a result of which the needs and demands of individuals have been constantly on increase. This is reflected in the objectives and activities of social, economic, political, cultural and academic agencies. Libraries and information centres happen to be one of the very important segments of such institutions and constantly act as a catalytic force for social change and development. It is therefore essential for these institutions to re-evaluate and readjust their programmes from time to time to meet the increasing demands of the society for new information and new knowledge.

1.1 INFORMATION EXPLOSION

Andrella's survey and Devsis Report have amply demonstrated that the information explosion is on us. There is prodigious increase of literature in all fields of human activity. It is estimated that by 1990 the third world countries alone will have 35 million scientists, economists, technicians and others, who will produce information at a rate of 12 to 14 million documents annually. It is, therefore, imperative on the part of the libraries and information networks to keep a watch and control over the information flood, process and channelise it for proper utilization of the society.

IMPORTANCE OF CONTINUING EDUCATION FOR LIBRARIANS AND INFORMATION SCIENTISTS

R S SAXENA

1 INTRODUCTION

Library science like other developing subjects of science and technology is progressing at a tremendous speed and its knowledge almost doubles within a span of every ten year's period. Thus the knowledge acquired by a library scientist a decade ago becomes almost obsolete and outdated in the present context of library service to clientele. New tools are being regularly forged and new techniques and devices explored year after year for meeting the changed situations posed by the challenge of explosion of knowledge on the one hand and problems of collection, storage and dissemination of knowledge, whose number runs to over 72 billion pieces of information appearing in variant physical forms, on the other. There exists an urgency for brushing up the acquired knowledge periodically and keeping it upto date by all library scientists and library professionals for keeping the profession of librarianship active and alive, otherwise its continuity and survival appears to be in jeopardy. Continuing education for all levels of library workers is the only remedy for the progress and survival of the library profession.

2 WHAT IS CONTINUING EDUCATION

The process through which an individual updates and upgrades his or her already acquired knowledge in any particular field of specialization, profession or vocation so as to improve efficiency in ones profession is called continuing education. Stone also defines continuing education as: "All activities and efforts by the individual to upgrade his knowledge, abilities, competencies and understanding in his field of work or specialisation so that he can become a more effective professional." Thus we find that for improving efficiency and effectiveness in one's profession continuing education is a must for the professionals.

TRENDS IN RESEARCH IN LIBRARY AND INFORMATION SCIENCE IN USA, UK AND INDIA : AN OVERVIEW

P B MANGLA

1 BACKGROUND

Historically speaking, Library and Information Science (L & IS) does not have a long tradition of research scholarship or organized research activity in the modern sense. This however does not mean that individual librarians in the past have not experimented. In fact throughout the history of libraries in various countries, there has been a great deal of experiment, innovation and ingenuity in the solution of library problems. The last quarter of the 19th century and the early years of the present century were certainly a period of intense enthusiasm for new methods, techniques and gadgets, particularly in the United States and the United Kingdom. This enthusiasm was associated with the exchanges of ideas and information which had been made possible by the establishment of the professional associations, the American Library Association in 1876 and the British Library Association in 1877. An examination of the early conference proceedings shows that librarians were prepared to listen to a vast number of papers about each other's methods, intermingled with equally weighty papers of a literary or bibliographical character.

Pioneers like Dewey, Cutter and Panizzi were thinkers and innovators *par excellence*. Apart from his classification Dewey founded the *Library Journal*, the library school at Columbia and in his enthusiasm for simpler spellings, even fiddled with his own name. Cutter was a librarian with great imagination for bringing systematization in various library practices and procedures. He can rightly be called a genius for being the first to develop rules in the field of subject indexing. Panizzi was far ahead of his times in developing cataloguing rules and designing of the British Museum Library. A librarian in New England introduced a sloping shelf and shelved his books in reverse order—from bottom to top and from right to left. James Duff Brown's introduction of open access

USER EDUCATION : NATIONAL PERSPECTIVE

S P AGRAWAL
MANOHAR LAL
HARINDER KAUR

1 INTRODUCTION

User education has been greatly engaging the attention of information personnel all over the world to an extent at present that in the words of Harris, "literature has outstripped the practice and this applies in the United Kingdom and in the United States as much as in South-East Asia."¹

The reason is not difficult to find. So far we have been concentrating upon one end of the information system, i.e., acquisition, cataloguing and classification of resource material and in the process ignored the other end, the most important one; i.e., the user for whom the information edifice is structured. This resulted in either non-use or under-utilisation of existing information resources. An analysis of the study made at Bath University in the late sixties shows that 25 percent never used abstracts, indices, library catalogues or book reviews and 48 percent never consulted a librarian.²

The position is no better in our country. Ms. Alston, the Librarian of the Faculty of Oriental Studies, University of Cambridge on a visit to India found our libraries of world class, receiving large number of journals by air mail, having good local cooperation with other libraries, prominent displays of preprints, newspaper clippings, new acquisitions, in-house KWIC indexes, in-house abstracting and bulletin services. But the majority of persons she interviewed thought that the stock of Indian libraries was significantly under used because of user ignorance and that the information profession had not projected a good image of its capabilities.³ Thus the present efforts towards user education is nothing but putting the scale even, i.e., shifting our obsession with cataloguing and classification techniques to our chief client—the users. This will help us on one hand achieve better utilisation of our resources and on the other will highlight the weak links in our information system to improve upon.

EXCELLENCE IN LIBRARIANSHIP THROUGH CONTINUING EDUCATION

GAYAS UD DIN

Most librarians—and I am no exception to the rule—are diffident talking about excellence in librarianship. The library science teachers have attempted to use an orderly and scientific approach to create precise and reliable criteria to evaluate excellence in librarianship. Perhaps librarianship is greatly a hands-on 'doing' profession. Is that why it is still not recognized and respected as a true profession? In the following paragraphs, an attempt has been made to throw some light on what makes for excellence in librarianship, its importance and that can the chief of library services do to foster the elements of excellence in librarianship.

1 COMMITMENT TO SCHOLARSHIP AND RESEARCH

A fundamental characteristic of any professional is the ability to observe. An essential characteristic in librarianship is observation in caring and providing for the information needs of its readers. The acquisition of knowledge in librarianship occurs through objective observation of reader's information requirements and is, therefore, dependent on it for its subject matter. We, therefore, have continuous and immediate problems that have to be solved all along making it imperative to develop intimate relationship with reading clientele to develop ability to identify their requirements and problems. This also will provide an opportunity for up-to-date, close and rapid feed back the lack of which will inhibit building on new experiences and failure to speculate and develop vision in librarianship. The librarian who is scholarly in approach in solving problems will advance librarianship through research which will validate library practice and create new knowledge.

CONTINUING EDUCATION FOR LIBRARIANS

C B LIMAYE

1 NEED

The basic philosophy underlying the continuing education is simple and is not alien to India's tradition. It focuses attention on the following well-known topics:

- (i) education is not a once for all process;
- (ii) no one is too old to learn;
- (iii) no one is too knowledgeable to learn;
- (iv) inability to be a full time resident at the campus should be no bar to learn; and
- (v) an adult learner is conscious of the cost of not learning.

However, what is not recognised as yet is:

- (i) the social responsibility towards the large number of unfortunate graduates who joined the service immediately after graduation and are working under pressure of work;
- (ii) the explosion of modern knowledge and its implications in terms of the needs for continuing education;
- (iii) the tremendous loss that the universities bear in not encouraging the professionals to acquire knowledge and skills to adapt themselves to the changing value systems and changing technology.

As per the A L A guidelines "All activities that lead to efforts by individuals to upgrade one's knowledge, competence in any field of specialization, are continuing educational activities."

Kothari Commission has also stressed the need for continuing education for

EXTRA-MURAL STUDIES IN POONA UNIVERSITY AND ROLE OF USERS EDUCATION : A PERSPECTIVE

V G BIDKAR

Since the days of Ramayana and Mahabharata we had the system of continuing education and it continued till the advent of British rule in India. In the past we had Vedas, Upanishadas, Aranyakas digests and epics which were the store houses of knowledge and wisdom and the great sages had taught all these to their students in *ashramas* and in *Gurugrahas*. Saints all over India had done remarkable work in the field of extra-mural studies and in continuing education through their books such as *Dhyaneshwari* by Dhyaneswar and other works by saints like Kabir, Tulsidas, Namdeo, Eknath, Ramdas and Tukaram. Saints had taken the treasure of knowledge to the common people through their *Bhajans* and *Kirtans*. Noted among these saints was Ramdas from Maharashtra who had contributed exceptionally well through his tremendous writings and keeping these writings in the manuscript forms as a sort of great preservation of that age. Subsequently Mahatma Phule and Sayajirao Gaikwad of Baroda made several attempts for the spread of education amongst the common people and devised various ways and means. Sangeet also had glorious history in the past and the great musicians like Tansen, and different schools of musics had contributed to the development of music through continuing education and we see that many of the great musicians had taught their disciples with a view to keep that art alive.

In the modern context of the extra-mural studies, London University has done a work of very different kind and from the last hundred and fifty years it had a great impact on the academic histories of different universities in the rest of the world. Universities must foster the knowledge not only for teaching and research but also for the common man through its extra-curricular activi-

LIBRARY USER EDUCATION

G L TREHAN

“Ability to use a library is an acid test of the reality of the education.”

—A C WOOLNER

It is the best of the times and it is the worst of the times. It is the spring of hope and it is the winter of despair. The principals of colleges are alarmed and the students are alarmed. The librarians are alarmed and the library staff are alarmed. The students do not like to go to the library in their free periods, the answer being that they have not been initiated into the use of the library and the library habit was not inculcated during their school days. They like sitting and gossiping outside in corridors or in college lawns.

Without knowing what the resources and services the library offers, the students become needlessly discouraged to use it while serving their three-years degree course in the college. Librarians have a great opportunity to win these new-borns over to their side. They should constantly keep in mind that they, too, are involved in teaching programme and are not merely destined to sit in the library for doling out books at the lending counter. “A formal course of some kind of library use instruction is, therefore, necessary. Using a library effectively is the route to intellectual treasure.”¹

1 USER EDUCATION—A NEW CONCEPT

The user education for undergraduates in USA colleges developed out of efforts of Patricia B Knapp of Merideith College and Thomas G Kirk of Earlham College. The concept of a short range and long range reference service is precursor of the concept of user education. The process of institutionalization

USER'S EDUCATION AND TRAINING IN A COLLEGE LIBRARY

D R KANWAL

1 CONCEPT

The term 'user's education' stands for imparting instruction about the process and methodology of making the readers aware of the library resources including suggesting the ways and means through which the library collections are to be approached for the purpose of maximum utilization. The term training in this context stresses the practical aspect of interaction between the users or readers and the staff in promoting the use of library tools and resources. Though there is no specific definition for the term 'User's Education and Training', UNISIST for the purpose of comprehension split it into two terms—'User's education' and 'User's training'. '*User's education*' has been taken to be a process whereby the potential users of information are made aware of the value of information and are motivated to use the information sources. '*User's training*' is the process whereby they are given the skills for discovering the organized library services.

Though the term user's education and training have come into vogue only in the recent past, the idea of providing instructions in the use of libraries was conceived long back alongwith the concept of having a library, and the frequent use of terms like 'library orientation' and the bibliographic instructions' bear the testimony to this age old phenomenon. The programme of user's education and training is, in fact, the direct off-shoot of the Second and Third Law of Library Science: 'Every reader his or her book' and 'Every book its reader.' In this context, the term library orientation is chiefly concerned with introducing the users to the library with a view to familiarize them with the physical location of the different sections of the library, the staff and the services, whereas the bibliographical instruction is connected with formally introducing the clientele to the information sources and making effective and efficient use to the optimum. As a corollary, the term education and training, combines in itself

USER STUDIES

P S KAWATRA

1 INTRODUCTION

In the library and information system, the 'user' occupies the key place. In his absence, one cannot think of any such system. Therefore, his/her requirements, needs and aspirations from the library and demands must be fulfilled. This requires a thorough study of what the users want, what they think about the library and how they feel about the total environment prevailing inside it.

2 DEFINITION

'User studies' is a difficult area of knowledge to define. It can include *conventional surveys* of library borrowers and this may be the main form of activity which comes to mind when the term 'user studies' is mentioned.

The term 'user studies' is preferred than 'library surveys' because studies of information need or information use behaviour focus upon a wider range of information sources and channels than simply libraries. 'User studies' comprises the study of people's need for, and use, of information.

3 NEED

Librarians are becoming increasingly aware of the needs to study users as a means of making more informed decisions about library services and priorities. Such studies seem even more necessary when precious library budgets have to stretch as far as they do today. User studies, in applying social science research techniques to the practical problems of serving library clientele, can help to provide librarians with at least some of the information they need to make these decisions.

USER'S EDUCATION

KARUNA H PUROHIT

1 THE CONCEPT OF LIBRARY

Everyone knows in this space age, that library is a treasure of knowledge contained in varied forms like books, journals, microfilms, pictures or any other media of communication to suit one's needs. It is needless to mention that these libraries have played a major role in the modern development. Different types of libraries have come into existence like school libraries, college libraries, university libraries and research libraries to feed specific information.

The essence of librarianship consists in bringing the library user into contact with the reading material he needs within the quickest possible time. To do his job efficiently the librarian may have to know about many things but one thing that he has to know about most is the library users. He has to understand them both as a group and as individuals. The library users are the readers. They use the documents (i.e., reading materials) kept for them in the library.

2 LIBRARY AND ITS USER

There is a difference between a reader and a user. A reader may or may not be a library user. A reader is a person who reads books for the pursuit of knowledge or scholarship or for information and recreation. He may get his books from many sources other than a library. A reader becomes a library user when he comes to the library frequently to use it. He becomes an 'effective' user in as much as he gets from the library the right book at the right time. The librarian's job is therefore primarily to make readers 'effective' library users. Thus modern librarian is an information scientist whose task is to preserve, organize and disseminate the information to library users. Then a question arises to what we can understand by information? In simple words it means that knowledge is like power and energy, but knowledge flow in energy is 'infor-

CONTINUING EDUCATION FOR UNIVERSITY LIBRARY STAFF : IDENTIFICATION OF AREAS AND PROGRAMMES

**A K ANAND
S S PAL**

The reason that confines the scope of this paper to only the university library staff is not difficult to appreciate. India is a developing country with limited resources and infra-structures, and it is imperative that we determine priority areas even in such a significant matter as continuing education. This, however, does not mean that only the university library staff are to be the sole beneficiaries.

1 MANPOWER IN UNIVERSITY LIBRARIES

Universities and institutions of higher learning in India are the fountain springs of education and have the single largest contribution in developing manpower for science, technology, administration and other walks of life. These institutions have reason to be proud of their libraries which have a key role to play in the higher education programmes in India.

They cater not only to the faculty, researchers and the students of their parent institutions but are often looked upon as sources of vital information by research institutions, industry as well as documentation centres. The back volumes of periodicals and important books in universities are extremely valuable collections; comparable information resources are not available in other institutions.

During the last 25 years the quality of library manpower has also improved considerably because it can be stated with impunity that most incumbents of the professional staff have sound academic background and good theoretical knowledge of library and information science. That is a source of satisfaction

CONTINUING EDUCATION IN THE AREA OF COMPUTERISED HANDLING OF INFORMATION : A PLEA

T S RAJAGOPALAN

1 INTRODUCTION

One of the characteristics of any established profession is that new entrants are admitted into its fold only after properly equipping the aspirants through professional courses, apprenticeship, internship and so on. Professional associations, for obvious reasons, have played prominent role in the design, conduct and maintenance of standard of such courses in their respective fields. Like all other established professions, the library profession has also been striving to ensure these basic requirements.

The most prominent aspect in the library education pattern in our country is that most of the courses are conducted by universities and they are also post-graduate course. This has a number of implications on the duration of the course, method of instruction, method of evaluation, and the basic objectives. The duration of a university level postgraduate professional course is usually restricted to about two years. This restriction is imposed mainly by the general social requirement that a person after having acquired the professional attainment should get about thirty years time to serve as a professional before retirement. Otherwise there is likely to be some wastage.

2 PROFESSIONAL EDUCATION

The above being the logic of the situation, the question arises whether just two years of formal preparation can really equip an entrant to practice for about 30 to 33 years in the profession. We have to remember also that after formal training and initiation most of the practitioners are required to work in individual libraries in scattered isolation. The practicing librarian has to face all the

PROFESSIONALIZATION, USER EDUCATION AND CONTINUING EDUCATION

P K JAYASWAL

1 PROFESSION

Sociological studies of occupations have tended to centre round the analysis of professions and semi-professions and of occupational careers. The main issues of these studies involve the problems of distinguishing a profession from a non-profession and of discerning process of professionalization. The first major task in the former approach is thought to isolate a set of discriminating characteristics or variables. In contrast, the professionalisation approach rests on a set of assumptions about the nature of a profession, while main emphasis is placed upon the identification of some sort of developmental sequence.

Greenwood¹ has attempted to identify and describe essential elements in the ideal type profession. He maintains that professions are distinguishable by possession of : (a) a basis of systematic theory, (b) authority recognized by the clientele of the professional group, (c) broader community sanction and approval of the authority, (d) a code of ethics regulating relations of professional persons with clients and colleagues, and (e) a professional culture sustained by formal professional associations.

Volhener and Mills² have preferred the term 'professionalization'. In their opinion 'profession' is an ideal type of organization which does not exist in reality, but which provides the model that would result if any occupational group becomes completely professionalized. The concept of professionalization has been introduced, assuming that many occupations may be placed somewhere on a continuum between the ideal type 'profession' at one end and completely unorganized occupational categories at the other end.

Millerson³ has identified the self-consciousness of a profession. When a profession is comparatively not well-established, it displays its self-consciousness generally in six ways; these are as follows :

THE BOOK : ITS FUTURE AND DYNAMICS OF DEVELOPMENT OF READING

SHOBHA SHARMA

The book is the first and most reliable mass medium of communication. It is the most powerful medium for expressing and communicating thoughts, for imparting knowledge. It has had a historic role in preserving and transferring knowledge. The book occupies a central position in the process of educating and bringing up new generations. It is article of social circulation and means of exchanging ideas and ethical values. It is an element of culture also. In the entire range of modern means of communication, the book is notable for its stability which provides wider opportunities for choice. Other means of communication use books as source material. But the existence of book depends upon some external factors. It includes social demographical qualities of the readers—their educational level, social activity and aspirations create a definite situation in which book functions as a socially approved means of communication. The reader can take initiative and his life can take shape by these inspirations.

Book dynamics are determined by a complex of interrelated and linking factors such as changes in : (i) the availability of books; (ii) the social range of the books; and (iii) the directions of reader's choice.

Changes in the availability mean physical, temporal and technical aspects. This makes the act of reading possible. In many countries book supply exceeds the demand and in others it is vice versa. There are two sources of books for borrowing: private collections and library collections. These sources are mainly responsible for book distribution which is based on human interrelationships.

Researches on reading show that books in the family circles play the same role in creating reading habits as education does in the school. The home in which book's place is secure sets the pattern for the assimilation of cultural values. The number of libraries has grown, the book potential at their disposal has been developed and the scope of their social activity has been increased.

ISLAMIC LIBRARIANSHIP : RESEARCH PERSPECTIVES

MOHAMED TAHER

Islamic librarianship covers Islamic literature and in fact means any publication on Islam as a religion and a way of life, dealing with Muslims in a broader and usual sense, covering the spiritual and non-spiritual matters, i.e., sociology, science, politics, economics, literature, theology, philosophy, etc. .

Till recently Islamic literature was published mostly in Arabic, Persian, Turkish, Urdu and European languages. Now, its exposure has begun in the Indian regional languages also.

The progress of librarianship in humanities especially, and social sciences in general, has been slow as compared to science and technology on the Indian scene.

The research in Islamic literature carried on by universities, research institutes, government bodies/departments, and so on (Jamia Millia Islamia, Osmania University, Indian Institute of Islamic Studies, Minorities Cell, Bureau of Census, etc) has been systematic to a great extent with better access to and control of its findings, reports and such other material. But research carried on by individuals and private institutions like *Madrassahs* (i.e., Colleges of Islamic Education,) at Deoband, Lucknow, Vellore, Hyderabad, etc, goes largely without systematic bibliographical control. The publication of their findings, reports, case studies, *fatawas* (verdict of lawyers) etc, goes through such publishers who have no links with indexing agencies, or lack wider contacts, or lack any publicity aids like compilation and circulation of their publication lists. Though the publication is not ephemeral and has a wide and long time use, its dissemination and publicity methods are a drawback.

Moreover each author, editor, translator, publisher and distributor has a world of his own, and does not seek for an agency or a body which can correlate and coordinate the document production. Therefore, the major problem in

CONTINUING EDUCATION FOR LIBRARIANSHIP IN INDIA

ABDUL MAJID BABA

1 INTRODUCTION

Education is a life long process and man has to continue his efforts to gain knowledge throughout his life. Education not only draws out the best in man, but also nourishes him and trains him. Education can be looked at from both these points. Firstly, it is development of the individual (drawing out). Secondly, it is social transmission (training and nourishing). Education is both growth and development. In this age of knowledge and information explosion, one has to acquaint himself/herself with the latest information and techniques by continuing the education in one or the other way. Professionals like librarians, doctors, engineers and scientists, etc are supposed to continue the education in their respective fields in order to keep themselves aware of the latest knowledge and information.

2 BACKGROUND

The concept of professional education for librarianship in India is of recent origin, though books and libraries existed in India's historic past. The librarian of the earlier period was just there to preserve and protect books, rather than to promote their use. It was not considered necessary to provide formal education for librarianship. The prospective librarian simply learnt his trade by working in a library. It was widely held that apprenticeship was preferable to classroom training in nineteenth century in England as well as in the U S A. Gradually, formal training in library education took roots in America which in turn was influenced by the German practice of training a librarian in exactly the same way as training a scholar. These developments coupled with the status

CONTINUING EDUCATION IN CATALOGUING

S G MAHAJAN

1 INTRODUCTION

The paper 'Cataloguing' theory and 'Practice' is being taught at the B Lib Sc as well as at the M Lib Sc/Ml Sc levels in our universities in India. Ordinarily, two Catalogue Codes, the *Classified Catalogue Code*, Ed 5 (1964) of S R Ranganathan and the *AACR* (1967) are taught.

2 DEVELOPMENTS IN CATALOGUING

A number of developments have taken place in the field of cataloguing during the last decade which have a direct impact on the working of libraries. Some of them are :

(i) *AACR* was published in 1967 and consequently this code is being taught at most of the B Lib Sc courses. *AACR 2* was published in 1978; and some library schools have started teaching *AACR 2*.

(ii) *ISBD(M)* and *ISBD(S)* been evolved in the field of bibliographic description in 1974 by IFLA.

(iii) *DEVSIS Format* : On behalf of DEVSIS, Devindex India has been published. They have evolved a format/worksheet for recording books, articles in periodicals, unpublished theses, and other micro documents for computer use.

(iv) *Formats for micro-documents* : Various indexing and abstracting periodicals have evolved formats for cataloguing of micro documents. These have been followed in the indexing and abstracting periodicals brought out by these institutions.

(v) *Book Trade Practices* : Some publishers have studied the latest developments in bibliographic descriptions—*ISBD(M)/(S)*; *AACR 2* and accordingly have started giving bibliographic description of books and other documents in their catalogues and publications accordingly. *ISBN/ISSN* are recorded in the entries for books.

CONTINUING EDUCATION FOR LIBRARIANS AND THE LIBRARY SCHOOLS

PAWAN K GUPTA

1 THE NEED

Any profession, new or old has to change continuously, because a profession can be considered similar to a living organism. In other words, profession is a complex, open system in which interaction among its constituents and of the system with its environment, is a never ending process. So any change in its constituents or its immediate environment is bound to result in changes and adjustment, in and by the system Librarianship is no exception, and thus is continuously changing. Various interdependent factors of change which necessitate 'continuing education' for librarians are :

- 1 large output of new knowledge and its availability, changing media of communication changes and advancement in technology;
- 2 changes in users requirements and as a consequence—their demands made upon the library and their expectations from the library;
- 3 increased pressure on library system, resulting into extra pressure on existing services;
- 4 increased pressure on library system cause change in library system such as: changes in existing library techniques and services, proliferation of services, use of the variety of new equipment, etc; and
- 5 to meet all this pressure on library system, and its services, and to adopt to this changing library system and its environment, the library staff has to change.

This human component adjustment and adaptability to this continuously changing library system can only be ensured by a planned and organised activity so that they may update their knowledge and learn new skills. This organised

USER EDUCATION

P N GOUR

1 THE CONCEPT

By 'user education' we basically mean "process of teaching inexperienced library patrons how to use standard library finding aids and standard reference works and thus to orient them to the library and its use." It generally includes those skills and resources that all readers and students must master in order to retrieve material and find information regardless of their subject matter. The emphasis in such instructions to users of libraries—present and prospective—is on main points rather than depth—i.e., it does not cover such subjects as materials search strategy, subject bibliography and other bibliographic details.

User education is necessary because it is important for the user of the library to know how to locate the information he needs. An advocate of library education has very rightly said, "It is less important to know everything than to know how and where to find out what they need to know." The same was said about knowing 'law': "It is more important to know where to get the law from than to know the law itself."

In Western countries, particularly in U S and Canada, the need of a formal course of library instruction to its users is being more and more emphasized. Some researchers have positively asserted that teaching library skills to library users is definitely 'right and good' and that such skills can be taught through a coordinated programme of library instruction.

2 METHODS FOR LIBRARY USE

Several methods are being used in the Western libraries for imparting instructions in library-use. Some of them are given below :