

Lib sc. 3; 1966; Paper T.

PRE-COURSE APPRENTICESHIP FOR B LIB SC.  
(Teaching in library science. 9).

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Points out the need for a Pre-course Apprenticeship as a preparatory period for the Formal Course, enumerates its objectives, considers the factors involved in the overall as well as detailed planning for it. Gives a proforma of the Instruction Sheet and of the Diary to be used in the Apprenticeship Course.

## 1 INTRODUCTION

The objective of the B Lib Sc course is not merely that of turning out semi-professional technicians capable of doing efficiently the prescribed repetitive routine work in a library. On the other hand, the objective is to make the student a thinker capable of improving the techniques in the course of his professional career. At the same time, he cannot become a thinker unless he does the routine work and learns the feel of it by actual doing. A second factor is that the duration of the B Lib Sc course cannot be extended to more than one academic year, in the present conditions of the country; and this period is too short for learning all the routine by doing and for understanding the theory concurrently.

## 2 PRE-COURSE APPRENTICESHIP

Therefore, the student should acquire the specialised skill in doing the repetitive routine work of a library and become familiar with the various kinds of books and periodicals, before he begins his formal course in the B Lib Sc class. Without such a preliminary preparation, the student will have to go through nearly half the duration of the formal course without grasping the practical significance of what he is taught. Therefore, the Review-Committee of the University Grants Commission has recommended a Pre-course Apprenticeship of not less than four months. (See Page 35 of the *Library Science in Indian Universities*, 1965).

## 3 OBJECTIVES

The Pre-course Apprenticeship requires the student to work in a specified library according to a pre-planned programme.

The specific objectives of it are to enable the student

- 1 To practise and experience the detailed routines for the different jobs done in a library;
- 2 To observe and study such of the jobs that may not be entrusted to him, but will have to be done by the staff of the library;
- 3 To compare the routine for each job as it is practised in the library concerned, with that described in the manual which the student is required to study concurrently;
- 4 To take note of the possible factors warranting a different practice from that described in the manual;
- 5 To examine the need or otherwise, for the variation in the practice, for increasing efficiency; and
- 6 To get familiar with different kinds of reading materials such as text-books, treatises, reference books, periodicals, and serials.

## 4 OVERALL PLANNING

The following points should be covered in the planning of the Pre-course Apprenticeship:

- 1 The candidate should be first admitted to the course;
- 2 The Pre-course Apprenticeship programme should be planned for him by the library school;
- 3 The library in which the student is to do the apprenticeship should be chosen by the library school;
- 4 The teaching staff of the library school should cultivate friendly relations with the staff of the library concerned;
- 5 The teaching staff of the library school should familia-

rise themselves in advance with the practices and routines of the library concerned;

6 The student should be given detailed written instruction by the teaching staff relating to the various routines he is to practice and observe, the points to which he is to give special attention, and how he should conduct himself in the library to which he is assigned;

7 A diary to keep time and work record of the daily performance of the student should be designed;

8 A member of the teaching staff should visit the student in the library from time to time — say once a week — to help and guide him on the spot;

9 A standard book on library administration which gives detailed analysis of each of the steps for each item of work in a library should be recommended for concurrent reference by the student;

10 A class, say once a week, may be devoted to the demonstration of job analysis for each item of work done, and for discussion on the points brought up by the student on the basis of his experience;

11 The diary should be checked by a member of the teaching staff each week; and

12 Each student should submit to the library school the diary as well as a full report of the work he has done at the end of the apprenticeship.

#### 41 ANNOTATION

1 The Pre-course Apprenticeship should be designed in integral relation with the formal B Lib Sc course. The admission formalities should be completed just about eighteen weeks prior to the beginning of the formal course. The selected candidate should begin his apprenticeship within two weeks after admission and complete it in time to take the formal course.

2 It will be helpful if a member of the library staff is available to take full charge of the apprenticeship programme. This will be in accordance with the practice, in most of the countries, in the pre-course apprenticeship for engineers and technologists. The libraries in this country may not immediately be in a position to do this. As a transitory measure, the full-time teaching staff should carry this additional responsibility.

3 The kind of work and service done in the library chosen for the apprenticeship should be a close approximation to what is desirable in a Modern Library. It may be helpful if the library chosen is the University Library itself or a library in the same locality as the University or in its neighbourhood. It may also

be possible to choose different libraries to practise or to observe different kinds of jobs.

## 5 DETAILED PLANNING

In working out the details of the Pre-course Apprenticeship, the following points should be borne in mind:

1 Each student should get sufficient time to practise and/or observe, as the case may be, completely each of the distinctive library functions within the apprenticeship period;

2 The number of students assigned to a particular work at one and the same time, should not be too many to make the practical doing or observation inconvenient;

3 Some pieces of work may be done or studied better as a team;

4 Convenience of the staff of the library concerned to initiate and help the student on a particular piece of work; and therefore

5 The apprenticeship programme may preferably be drawn up in co-operation with the library(ies) concerned.

## 6 INSTRUCTION SHEET AND DIARY

A proforma of the Instruction Sheet is given in Sec 81.

A proforma of the Diary for a particular piece of work is given, as a sample, in Sec 82.

## 7 CONCLUSION

A well-planned, guided apprenticeship course designed on the lines suggested above, goes a long way

1 To get an integrated picture of library work and service;

11 To correct any imbalanced view of library practice that may be caused by the student's earlier library experience, if any;

(This imbalanced view may result from the kind of library practice with which the student may have been associated earlier. Sometimes even in a candidate with one or two years experience of working in a library, such experience has been found to be largely confined to only one or two distinctive functions in the library. He thus gets only a truncated view of library work and library service);

2 To correlate the theory of library management derived on the basis of the Laws of Library Science with the day-to-day practices in a life-situation in a busy library;

21 To enable him to realise the several points, some of them apparently trivial, the importance of which is increasing

the productivity of library work and service cannot be experienced by merely reading about it or in a lecture but only in actual practice.

In addition to the student getting practical experience of the routine, certain other ineffable benefits flow from this. While working in the Maintenance Section, for example, the new entrant to the profession gets a feel of the variety of documents — books, periodicals, reports, patents, standards etc.—and of the different kinds of collection — undersized, oversized, reference, seminar, graduate study, text-book, non-book materials, etc. He may also develop familiarity with the different kinds of reference books and periodicals in different subjects. All such prior experience will help the student in deriving the full benefit from the formal B Lib Sc course. To a large extent, cramming mere words will be replaced by a true understanding. Again, in the Circulation Counter he will get the opportunity to develop awareness about the kinds of books that are used and the reading habits of the clientele. In doing any piece of work an awareness of the need to perform each of the jobs thereof in a productive way is a prerequisite in scientific management. The habit of maintaining a record of the job done and the time devoted to it, should be developed in the student from the very beginning. It may be noted that the plan for the apprenticeship outlined above offers scope for this.

There is much variation in our country today in the organization and the administration of library work and routine. Therefore, it is not expedient to take the earlier experience in library work, if any, of a student as substitute for the experience and knowledge to be gained in a planned and supervised Pre-course Apprenticeship.

After such an apprenticeship, the formal course on Library Administration need not be like the one for the training of technicians. On the other hand, with the student having already gained experience of the routine, the teacher can develop a general theory of Library Administration and show by deduction from that theory why certain routines are done and how they are done in conformity with the Laws of Library Science. This puts life into the study of Library Administration. It will enthuse the student to make improvements when he enters the profession. Today, Management Science is playing a vital role in the industries and in government. Our approach to library management should be in line with this trend.

## 8 PROFORMA

## 81 INSTRUCTION SHEET

## PRE-COURSE APPRENTICESHIP

## Library Practice

## Instruction Sheet

The following abbreviation is used in what follows:

*Administration* = Ranganathan (S R). Library Administration Ed 2. 1960.

1 The Pre-course Apprenticeship is devoted to the practice and observation of the routines of the performance of the distinctive library functions in the library chosen for this purpose.

2 The practice and observation, and routine work should be done in each of the following sections of the library in accordance with the time-scheme, prescribed in Sec 82 (See *Administration*. Chap 21 to 398):

- |                           |                           |
|---------------------------|---------------------------|
| A Book Selection Section; | K Staff Section;          |
| B Book Order Section;     | L Publicity Section;      |
| C Periodicals Section;    | M Finance Section;        |
| D Accession Section;      | N Accounts Section;       |
| E Technical Section;      | P Records Section;        |
| F Circulation Section;    | Q Correspondence Section; |
| G Reference Section;      | R Stores Section; and     |
| H Maintenance Section;    | S Statistical Section.    |
| J Committee Section;      |                           |

3 The work in each section of the library shall consist of

1 Practising each of the distinctive piece of work according to the procedure adopted by the library;

2 Keeping record of

1 The organisation of each of the Sections in which the work is performed (See *Administration*. Chap 11);

2 The jobs involved in each item of work performed according to the procedure adopted by the library (See *Administration*. Chap 12);

3 The routine involved in the performance of each job according to the procedure adopted by the library (See *Administration*. Chap 13);

4 The measures adopted by the library for eliminating wastage, in human personality, mental energy, and physical energy of the staff, and also of material, space, and time (See *Administration*. Chap 14);

5 The correlation of the functions and performance of the different sections and of the different members of the same section (See *Administration*. Chap 15).

3 Collecting specimen or maintaining a record of the forms and registers used by each section and learning the use of each

of them in the library;

4 Taking note of the kind of statistical data collected and the method of collecting them in each section;

5 Observing the filing systems for records and correspondences of each section and keeping a note of them (See *Administration*. Chap 17);

6 Comparing the jobs, routine, forms and registers in respect of each of the distinctive jobs of the library with those given in the *Administration* indicating the variations, if any; and

7 Maintaining the diary of the work done in the prescribed form (See the specimen of partially completed form of Diary given in Sec 82).

5 The diary is to be got checked and signed by a member of the teaching staff each week on.....

6 A report and work record maintained according to Instruction 3 is to be submitted as the Report of Library Practice on.....

### 82 DIARY

#### Sample Form

1 Name of the Section: Periodicals Publication Section

2 Name of the Work: Periodical Receiving Work

Date	SN	Name of the job	Quantity	Time taken
1	2	3	4	5

- 1 Packet receiving
- 2 Wrapper examining
- 3 Sorting
- 4 Current issue collecting
- 5 Current issue alphabetising
- 6 Current issue registering
- 7 Current issue stamping
- 8 Check card shifting
- 9 Vigilance

### 83 PROGRAMME OF WORK

- 1 Name of the library:
- 2 Address:
- 3 Working period:
- 4 Daily working hours:

## 5 Group:

1	{1..... 2.....	3	{1..... 2.....
2	{1..... 2.....	4	{1..... 2.....

Name of the Section	Groupwise date of duty			
	Group 1	Group 2	Group 3	Group 4
1	2	3	4	5

A Book Selection  
Section

B Book Order  
Section

C Periodicals Section

... ..

... ..

... ..

V Statistical Section