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COLLOQUIUM IN TEACHING LIBRARY SCIENCE.
(Teaching in library science. 12).

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Weekly Colloquium is a multi-purpose institution. The teacher and students should participate in the behind-the-screenwork such as, compilation of a bibliography, selection of office-bearers, choice of subject, framing of propositions, and reporting. The colloquium trains the student in free systematic thinking, in clear exposition, and in healthy productive team-work.

1 INTRODUCTION

The colloquium should be an integral part of the B Lib Sc course. The organisation of a colloquium should be such that it promotes the habit of analytical thinking, systematic exposition, deep discussion, reading habit, and team-work by the students.

Further, it is essential to follow a set of rules of procedure for the smooth conduct of a colloquium. Plenty of behind-the-screen-work will have to be done both by the teacher and the students for conducting a colloquium.

This paper briefly describes a method of organising and conducting a colloquium based on the experience gained in DRTC. This in its turn is an improvement upon what was instituted by Dr Ranganathan in 1947, when he began teaching library science in the University of Delhi.

2 PRE-COLLOQUIUM PREPARATION

Preparing the students for the colloquium should start from the beginning of the formal B Lib Sc course. The students will not be ripe to conduct a colloquium during the first two months of the course. However, even within this period they can be made to do some preparatory work for the colloquium.

21 COMPILATION OF BIBLIOGRAPHY

During the first two months of the formal course the students should be asked to compile a bibliography on each branch of library science. This work should be equally distributed among

the students, and the teacher should supervise and guide the work. For example, let us assume that about 25 of the periodicals are selected for this purpose and that there are eight students. The total number of volumes published during the past five years of the selected periodicals is equally divided among the eight students. This will work out approximately to 15 volumes or about 100 articles for each student. The students are given general guidance as to the kind of documents — such as, news items etc — which need not to be included in the bibliography. The teacher should help them in selecting the important periodicals and books in library science for the compilation of the bibliography. All the students should be asked to follow one and the same code for cataloguing. As the bibliography should be a classified one it is found helpful to adopt the Classified Catalogue Code [3]. The bibliography should be compiled systematically and should be checked by the teacher every week. The main entries should be classified and merged into one single classified sequence. This helps bringing together all the related documents. This preliminary work will greatly help the students in selecting documents relevant to the subject of each colloquium. This work will take about 500 man-hours. Each student will have to contribute about 63 man-hours. This means that during the first two months of the course each student will have to work about eight hours per week on this assignment.

22 OFFICE-BEARERS

Each colloquium should have

- 1 A Leader;
- 2 An Opposition Leader;
- 3 A Rapporteur; and
- 4 A Bibliographer,

chosen from among the students. The students should be divided into groups consisting of an equal number of members — Proposition Group and Opposition Group. All the students including the office-bearers, should participate in the discussion.

For each colloquium the responsibility of each of the offices rotates among the students in cyclic permutation of their names. The statement about the office-bearers for the entire series is to be prepared in advance and a copy should be given to each student.

23 SUBJECT FOR DISCUSSION

The subject chosen for a colloquium should be such that

- 1 It is of interest to the library profession and has a bearing on the subjects included in the syllabus for B Lib Sc; and
- 2 It contains one or two controversial points providing scope for discussion from several angles.

Usually, the subject for the colloquium arises from a discussion in the class, the tutorials, or from the reading done by the students themselves. The colloquia should take subjects from all the branches of library science in succession. At least two cycles will be possible.

24 CHOICE OF PROPOSITION

The discussion should centre round carefully framed propositions. It is preferable to have only one proposition for each colloquium.

The Leader-Designate for a particular colloquium should choose the subject and formulate the proposition in consultation with his colleagues. He should then consult the teacher for finalisation. If the number of propositions is more than one, they should be arranged in a sequence such that the discussion on the first conveniently leads to the later ones and makes the discussion on them short.

25 BIBLIOGRAPHY

After the proposition is finalised, the students should search for documents on the subject. The bibliography (on slips) prepared during the first two months of the course (See Sec 21), will be of help. The Bibliographer should co-ordinate the work — that is, he should prepare the reading list according to prescribed standard. The Leader should prepare an announcement sheet which should include the proposition and the bibliography.

26 COMMUNICATION

The mimeographed copies of the announcement sheet are to be distributed among the students and also to other librarians in the locality, who are interested in the colloquium.

A time scheme for announcement about each colloquium should be as illustrated below:

Last Date	Work Done
7 September 1966 ..	Announcement of the subject chosen
14 September 1966 ..	Finalisation of proposition(s)
21 September 1966 ..	Circulation of announcement sheet
28 September 1966 ..	Colloquium
29 September 1966 ..	Reports and Minutes to be given to the teacher.

27 REHEARSAL

It is useful to have a rehearsal prior to each of the first few colloquia. This helps the student to get attuned to the colloquium atmosphere earlier than otherwise.

3 RULES OF PROCEDURE

The weekly colloquia are to be held on one prescribed day of the week. The conduct of the colloquium is regulated according to the Rules of Procedure formulated for this purpose. A modified Rules of Procedure of the DRTC Seminar [1] may be used.

Time is the very essence of every item of work in the colloquium. Therefore, the rules are to be so designed that

- 1 Each student gets a chance to participate in the discussion during the one-hour period of the colloquium;
- 2 The colloquium time is not monopolized by just one or two of the more vociferous participants; and
- 3 The orderly conduct of the meeting.

4 CONDUCT OF MEETING**41 INTRODUCTION BY CHAIRMAN**

In each colloquium the Chairman, usually a member of the teaching staff, introduces the subject briefly giving a historical background, and points out its importance.

After this, the Leader presents the proposition. If there are more than one proposition, he takes one proposition at a time in the sequence mentioned in Sec 24.

42 DISCUSSION OF THE PROPOSITION

In presenting the proposition, the Leader defines the universe of discourse, giving emphasis on the boundary conditions. He may indicate the general lines of argument in support of the proposition and also deal with one or two specific points. Other points in support of the proposition are shared and developed in detail by the other members in the Proposition-Group. After the initiation of the discussion by the Leader, the Opposition Leader presents his arguments against the proposition. He too shares his work with the other members of the Opposition-Group. At the end the Leader supplements and reinforces the answers to the points raised by the Opposition-Group.

43 REGULATIONS FOR THE STUDENT

- In the conduct of the discussion, each student should
- 1 Use correct terminology; (In fact, it is expected that

the use of incorrect terminology by a student will be pointed out or corrected in the discussion by another student).

2 Quote his authority—chapter and verse; (To avoid any loss of time the relevant books and periodicals should be flagged and kept in the Colloquium Hall.)

3 Present data in support of arguments;

Note.—The blackboard is used to

1 Write out the proposition; and

2 Present detailed data or examples. (It will be helpful to put on the blackboard much of the data and statements in advance, to conserve the time of the colloquium).

44 WINDING UP BY THE CHAIRMAN

In winding up the colloquium, the Chairman makes his observations on the salient points covered by the discussion. He also comments on the performance of each of the members with a view to encourage and help them. His analytical approach to the problem and unbiased guidance at the meeting, are a great help to the students and keeps the discussion on the right lines.

5 REPORT

The Rapporteur records the proceedings in detail, including an indication of what was said by whom. On the basis of this record, a full report of the proceedings is made by the Rapporteur according to the prescribed standard and finalised in consultation with the Chairman of the colloquium. The report is then copied into the Colloquium Book. This work must be completed the day following the colloquium. A shorter report may be sent to a periodical in library science, such as the *Herald of library science*. If the subject is of general interest, a press report also may be sent to the newspapers. Illustrative lists of the subjects and propositions discussed in the colloquia of DRTC will be found in the *Herald of library science* [2].

6 WRITE-UP ON THE SUBJECT OF THE COLLOQUIUM

In some cases when new ideas develop in the discussion, or when a problem is looked at from a new angle, the students are encouraged and helped to write an article on it for publication in a professional periodical. An example may be found in the *Herald of library science* [4].

7 EDUCATIONAL VALUE

The weekly colloquium is an institution of a great educational value. It trains the student in

- 1 Thinking freely, thoroughly, and courageously;
- 2 Developing a subject collectively;
- 3 Developing creative power and agility in debate;
- 4 Precise expression of ideas; and
- 5 Team-work free from rivalry.

This effect of the colloquium method in the university education of librarians has been evident in the performance of old students of the DRTC and of those who had the benefit of this Method in the Delhi University since 1948.

8 BIBLIOGRAPHICAL REFERENCES

- 1 Sec 3 DRTC Seminar (3) (1965). Volume of papers. Chap WC.
- 2 Sec 5 HERALD OF LIBRARY SCIENCE, 1; 1962; 232. 2; 1963; 56, 186. 3; 1964; 255. 4; 1965; 108, 180. 5; 1966; 174-6, 241-44.
- 3 Sec 21 RANGANATHAN (SR). Classified catalogue code. Ed 5. 1965.
- 4 Sec 6 SEETHARAMA (S). Social science in colon classification. (Her lib sc. 4; 1965; Paper MD).