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CHAPTER II

IDEOLOGICAL BASIS AND PHILOSOPHICAL BACKGROUND

2.1 INTRODUCTION.

In the modern society the library occupies the highest position. Education and library are co-related. The social accumulation of knowledge in the form of written and graphic records is of utmost significance in the relationship which it established between society and its single members. (1) In society, there is a need of definite knowledge of definite topic. The profession of librarianship is itself a challenging one. In every profession there should have been certain philosophy and ethics behind it. Sincerity and honesty are expected only from such an official who has maintained these two aspects in his professional career.

The library profession is rather equated with the profession of medical science, law and engineering, because it is after all rendering service to the society. It equally provides encouragement and recreation to all sections of the people.

Administration, organisation and management are interrelated with each other. It is very difficult to separate one from the other. However, the administration has got its special identity in the functioning of modern library system. Due to complexities in every branch of library service such as equal distribution of works, better use of library resources, avoid stagnation and wastage, proper planning and development, budget and financial implication, better and scientific administration is essential in modern library system.

2.2 IMPORTANCE OF LIBRARY.

After independence we have been witnessing rapid progress in the educational and cultural development, economic and industrial growth and in the scientific and technological spheres. This progress signifying the transition from a traditional to modern society requires specialised knowledge of various types and at various levels, which can be sustained and advanced if it is adequately supported by efficient library service. (2) The scope for development of libraries of all types in our country is enormous because of the extraordinary zeal of the readers for reading and his passion for books. It is thus an invitation, and a challenge to professional association and to create necessary atmosphere for the growth of libraries, and makes libraries an indispensable part of our corporate and educational life. (3) Education

3. A decade of Education in India, Cripal, Pream, p. 129.
is expected to develop knowledge, skills, and consciousness for self-reliant development of a student. The education should also take into account the emerging needs of the society and should introduce courses relevant to manpower needs by developing appropriate skills which are significant not only to the students but to the local, regional and national needs. The ultimate object of education is to produce the whole man by cultivating in a student self-help skills, professional skills, group or social skills and ethical skills.

(4) No one who did not read beyond the level of bare literacy and who wishes to play his full part in the life of his community can possibly keep in touch with what is happening elsewhere in the world, with what is happening at his doorstep, without recourse to books and periodicals but few people in the world can afford to buy all the books they need for their personal development. The need of library in the day to day life of the common man is important to develop himself through self education. Universities, educational institutions, technical schools and colleges and Research organisations are urgently in need of well equipped and efficiently administered libraries if they are to survive and fulfil the purpose for which they are established.

To become self-reliant and to develop thinking in all respects is the aim of modern education. To achieve this aim

a good library system is necessary. The librarian is rightly called the friend, philosopher, and the guide but the persons must be well aquainted and well versed in the tools of his trade. The library consists of the trio e.i. the books, the readers and the librarian himself.(5) The librarian is properly called the match maker of the beautiful bride - the books and the curious bridegroom - the readers with the help of the laws of library science.(6) The five laws of library science are:

1. Books are for use. 2. Every reader his/her books
3. Every book for its readers. 4. Save the time of the readers. 5. Library is a growing organisation.(7) Dealing with the importance of a well organised library the Secondary Education Commission says "the library will be the nerve centre of the intellectual and literary life of the recognised educational institution and plays the same part vis-a-vis all the other subjects as the laboratory plays for science subjects or the workshop for technical subjects". By library it has been defined that "it is a public institution or establishment charged with the care of collection of books, the duty of making them accessible to those who require the use of them and the task of converting every person in its neighbourhood into a habitual library goer and reader of books.(8)

Modern society, unlike pre-literate societies when people depended on live memory or spoken word for their enlightenment and culture, shows greater dependence on latters in intellectual and spiritual matters. The library now is the chief instrument for accumulating and discriminating man's intellectual heritage. A man's social status and his vocational occupations are in a large measure, limited, facilitated by his educational institution for prolonged systematic self education of man. Formal education at all levels can be conducted more effectively with well equipped libraries.(9)

Very few people have got the opportunity to receive formal education in schools and colleges. Such persons will get the opportunity to educate themselves with the help of a library. It is helping millions of citizens, in vocational and professional skills, in family living, in the pleasure and profit of artistic accomplishment, in cultural values and in living skills of solving individual and community.(10) Problems of educational reconstruction were reviewed by several commissions and committees like the University Education Commission, (1948-49), the Secondary Education Commission (1952-53) and the Kothari Education Commission (1964-66). Which advised the Govt. on the

national pattern of education and on the general principles and policies for the development of education in all stages and at all levels. For the development of science, technology and scientific research special emphasis should be given to library and its services. In view of the tremendous progress made by physical and biological science the character of libraries has been changed from store house of knowledge to fountain of knowledge. (11) Education making use of new techniques of communication such as radio, film, discussions, group and exhibition, so that the people use the libraries wisely and widely.

2.2.1 Secondary Education and Library:

The secondary school library is the basis upon which hangs the fate of a nation, enables the students to cultivate the habit of using a library. It stands after their formal schooling is over and thus enables the students to gain knowledge from books. There has been phenomenal expansion of secondary education from 4000 schools in 1947 to 52,279 in 1982-83 and possibly will increase to in the future to more than 56,000. (12) This implies that more and more children will be encouraged to go to secondary schools, so that they become familiar with the basic branches of knowledge. This is necessary and possible only with a well developed and well

organised library system. The standard of interest and general knowledge in a secondary school student is deplorably poor. The reports of the Public Service Commission enumerate the howles committed by the candidates. Therefore, the highest priority to promote the desire and the habit of general reading amongst our students must be given. The Joint Committee of the School Library Association, Britain says "we seek in the library to make children familiar with the sight and use of a collection of books and to help them to grow to love and care for them to provide material for the child's own recreational readings and exploration to supply additional reading materials illustrating the subjects taught in class to give opportunities for elementary instruction in the use of books and for carrying out group and individual projects to give scope for the exercising of simple responsibilities and finally to prepare the way for the use of larger libraries including public library, in adult life. Great scholars like Shakespear, Bernerd Shaw and Rabindra Nath Tagore were the product of libraries, not of class room. The old notion about libraries that they are static and are cold storage of dead knowledge will have to be modified. Library is the sign and symbol of man's culture and understanding and a potential agency of education. The tremendous spread with which educational reconstruction is taking place in our country, needs special consideration in respect of the re-organisation of library service in our school.(13)

2.2.2 Elementary Education and Library:

"Insitute of a specific provision in the constitution to provide free and compulsory education and several explicit commitment with regard to the achievement of universal Elementary Education. The system of our University education is so defective that the teachers cannot possibly look after the diverse interest and variety of educational needs of the pupils. Besides, the rural schools cannot match with urban schools in the matter of proper accessories, buildings, libraries and reading materials, hobby and recreational centres. It would now be fully recognised that a school library is not a mere book collection, house in a few or more book cases in an ordinary room. The important activities of the school library are:

1. To offer opportunities for perpetual self-education and thus to create stimulating interest and reading habit.

2. To develop intellectual, artistic, aesthetic and cultural tastes in boys and girls breaking the rigidity of the prescribed subjects.

3. To serve as an effective instrument of recreation, entertainment and use of leisure for boys and girls.

4. To serve as a forum for development of civic and social habits and

5. To give facility with the library apparatus and opportunity of free contact with the local library (14).

But it is a matter of disappointment that the existing condition of the school library is very deplorable. Most of the schools are functioning without library facilities. The secondary education commission has made a correct appraisal of the present situation "we should like to state at the outset that in a large majority of schools there are at present no libraries worth the name. The books are usually old, out-dated unserviceable, mostly selected without reference to student's tastes and interest. They are stocked in a few book-shelves which are housed in an inadequate and un-attractive rooms. The person in charge is often a clerk or an inefficient teacher who does this work on a part time basis and has neither the love for books nor knowledge of library techniques. Naturally, therefore, there is nothing like an imaginative and well planned library service, which could inspire the students to read and cultivate in them an sincere love of books. (15)

2.2.3 Technical, Vocational, Training and Management Education and Library.

Technical education has made a significant contribution to India's economic development. The twentieth century is the age of science and technology in which the unprecedented proliferation of scientific knowledge has

created problems for scientists and engineers, as well as for educators and administrators. The place of technical library in the modern world, therefore, has a special significance. (16) The process of change can be accelerated and supported only if it is provided with relevant equipment, to re-orient and enrich the curricula, appropriate institutional materials, text books and educational technologies. Professional techniques, appropriate instruments, rich laboratories and well developed library services are equally important for industrial productivity and technical and vocational education.

The management, and teachers training education is another area of great importance in raising productivity. The standard and quality of these courses remains highly variable. In the rush to meet the heavy pressure of demand many institutions have come up without adequate human and financial resources. Management education has tended in the past to focus on the requirement of the private co-operative sector and that too in certain selected fields. Such a recognition will, however, bear no fruit unless the management institutions, departments take up research documentation and action research. Teachers performance is the most crucial input in the field of education. All policies and programme are implemented by teachers through teaching and learning process. The threshold of the development of new technologies likely to revolutionise teaching in classroom. But the process has

been very slow. We, therefore, face a paradox of having better books and research but progressively more indifferent teachers. (17)

2.2.4 Adult Non-formal Education and Library.

In rural areas three fourth of the population are getting much less by way of resources for education than the urban areas. Adult education in the age group 15-35 has been included as a part of maximum needs programme in the sixth five year plan. The literacy rate during the post independence era increased for 16.67 in 1951 to 33.23 in 1981. But in Assam the percentage of literacy is lower than the all India rate 28.26. According to the world Bank estimate India would have the largest concentration of illiterate population in the world by the year 2000 A.D. the country will have 54.8 percent of worlds illiterate population in the age group 15-19. (18).

The efforts of spreading education in the population did not get confined only to formal schooling, although for understandable reasons, the later continued to be the bedrock of educational edifice. In this context the non-formal education has been called upon to play an important role. It focusses on pupils in the age group 9-14 who either do not

joint regular schooling or drop out prematurely (10). This type of education can be fruitful only if there be good and well organised library service, as because, the library is an agency of non-formal education (2). It is to be noted that all library centres should embrace all the normal activities for children and adults, serve as centre for different information and culture (20). Adult education means those forms of education which are undertaken voluntarily by mature people who have as their aim the development without direct regard to the vocational value of personal abilities and aptitudes and the encouragement of social, moral and intellectual responsibilities within the frame work of national, local and world citizenship (21). It is to be noted that all library centres should embrace all the normal activities of the children and adults, serve as centres for diffusion of information and culture, be properly staffed so as to be able to give service of a high standard. A library that is free and friendly, a library that is helpful and accommodating, will win surely the heart of the people whom it is to serve.

2.3 FUNCTION OF A LIBRARY.

The functions of a library are the collection and preservation of knowledge for the purpose of exploitation and

19 National Policy of Education, p. 36.
its conservation for posterity. (22) It is a social institution, and its most enviable function is dispensing knowledge to the ignorant. The American Library Association Committees on post-war planning enumerates the function of library as follows:

1. To acquire books and other materials in line with the demands of the curriculum and the needs of boys and girls and to organise these materials for effective use.

2. To guide pupils in their choice of books and other materials of learning desired both for personal and curricular purposes.

3. To develop in pupils skill and resourcefulness in their use of books and libraries and encourage the habit of personal investigation.

4. To help pupils to establish a wide range of interests.

5. To provide aesthetic experience and develop appreciation of arts.

6. To encourage life-long education through the use of library resource.

7. To encourage social attitudes and provide experience in social and democratic living.

8. To work co-operatively and constructively with instructional and administrative staff of the school. (23)

22. Safai, R., School Organisation and Administration, r. 173.
23. Safai, R., School Organisation and Administration, r. 173.
All our efforts should in fact be channelled to fulfil these basic functions of a library and that can be achieved only if we plan and complement the decision in the most scientific and economic way. (24) A library faces almost the same problems as are encountered by any other social institution, it may be school, a college or some commercial or industrial undertaking. It, would therefore, be profitable to take into account an administrative function of other social institutions, which can be stated as follows:

1. Diversity of services rendered by a library.
2. Diversity of readers using a library

The function of a library includes both theoretical as well as practical aspects. The administrative function as given by Mrs. Gulik and Fayol are given below:


It is, therefore, regarded that "library is the gate way of knowledge, repository of culture and instrument of advancement". The essential function of an educational administrator to organise a library, enrich it from time to time and to expand its services so as to benefit each and every pupil.(26)

2.4 TEACHER - STUDENT AND LIBRARIAN'S RELATIONSHIP.

Teacher's performance is the most crucial input in the field of education. All the plans and policies, introduced by the Govt. are to be implemented by teachers. Librarian helps both the teaching and learning of formal and informal agencies of education. All the responsibilities of guidance and services cannot entrusted to the librarian's alone. The teachers should themselves have deep love for books, taste in reading and knowledge of interesting literature for the pupils. He should know good authors, good titles, the important topics in the books, the type of subject matter there in, and salient characteristics of each and every book.(27)

The librarian can guide students as well as teachers in the selection of good books, and to attract the readers, to new arrivals through publicity. The secondary Education Commission has rightly pointed out that "the Librarian will be responsible for giving the publicity to good books, old and new available in the library - preparing and circulating book lists, suitable for different grades displaying them and cutting of book reviews and display them on the notice board, conducting group reading projects when a few students of similar interest may come together to read aloud poems or stories or dramas.(28). Thus the librarian's help must be

27. Safai, S., School Administration, pp. 187-88.
available to the students and the teachers for group work, curricular or co-curricular activities. He will have to act as the pivot and the inspiration to this intellectual and library format. "The librarian should train the student in the art of looking up reference materials in using the books, keeping it neat and tidy and returning it in time. He should inculcate in them the habit of reading silently and quietly in the library or in the reading room (29).

The librarian refers to the relevant topics, reading materials and give documentation information to the teachers, research scholars as well as pupils. The teachers also select good books, to read extracts in order to stimulate the priority of the students, quote relevant references during class lessons and encourage the students for extra reading. The librarian can pay individual attention to each and every students for reading in the library reading room and discover fast reader, slow reader, bad reader and no reader. The librarian may solve the problems of the students by explaining particular reference to the particular topics or subject and the process of consulting the encyclopaedia, dictionary and other special materials. Library reading is supplementary of the actual class room teaching. So the responsibility of a librarian in any circumstance is no less than that of a teacher.
2.5 **WHAT IS LIBRARIANSHIP.**

Librarianship is both a science and an art. (30) In modern era, library is not merely a storehouse of books, but it is a place of self-education and understanding among the different kinds of people and Librarianship is not merely taking care of books dusting them and issuing them to readers. To organise and administer present-day library will require special ability, skill, techniques and scientific knowledge. Thus, librarianship, can be treated as a science, To support the proposition that Librarianship is a science, a historical treatment of the problems is desirable. Melvil Dewey probably was the first among modern librarians of our times who developed the library concept as a systematised and organised branch of human knowledge. In 1873 he formulated a scheme of classification which is known as Decimal Classification. The scheme has been formulated in greatest possible simplicity and application its responsibility and its universal appeal be adopted in most libraries (31). Dr. S.R. Ranganathan the pioneer of modern Indian Librarianship has formulated Analytic-Synthetic or Scheme of Classification which is known as Colon Classification in 1933. He had turned Library education to an intellectual discipline and lifted it above the level of simple skill. So long, Librarianship has been regarded as an easy existence, but it is not so. He has to understand the

objective and ideas of services. It is a specialised profession. It calls for sound general education, culture, adequate technical training and knowledge of the theory and practice of Librarianship. (32)

One of the most significant accomplishments of the Sangmen Program for Librarianship was the development of a job description for the instructional service librarian. The new position has great importance for the future of library instruction and for the future of services in academic libraries. The existence of these job descriptions indicates that academic libraries and librarians are beginning to acknowledge that much of the current problems in library instruction centers on the co-ordination of the existing bibliographic instruction activities. The method and techniques for solving the problems exist and many of these are already in use in academic libraries. The problem currently being faced by the librarians is how to organize these techniques in a programme that will produce desired objectives. Today a trend is emerging to use an institutional services, librarian to verify and co-ordinate techniques and programme in one program with concrete goals and objectives. Librarians feel that with proper planning such a program is assured of success.(33)

Management issue have been a major concern of academic libraries. These include such diverse issues as library education and personal classification. (34) Librarianship is a new profession and is perhaps the least specialised of all professions. The only specialisation of a librarian lies in his knowledge of the techniques of book utilization. As a noble profession librarianship enhances the broadness of vision, increases the sphere of knowledge and the depth of friendship among men. (35)

2.6 PHILOSOPHY OF THE SUBJECT.

Philosophy denotes the principles, underlying any department of knowledge, unless the fundamental principle of a branch of knowledge is understood, it is difficult to understand properly the subject. The aim and purpose of subject should always be kept alive in the mind of the reader. A subject cannot develop properly unless its ideas and motives are not clear. Proper incentive for increasing one's knowledge is possible if the basic framework of the subject is very clear.

If the subject has a plausible philosophy, more and more intelligent persons will be attracted towards the subject, thereby opening fresh avenues for further research in

34 & 35. Mukharjee, S.K., Library Organisation and Library Administration, p. 244.
the unsolved new and intricate problems of the subject. Librarianship is a challenging profession and the librarian act according to four rules, e.i. as a collector, as a teacher, as a bibliographer, and as an administrator to perform his profession successfully. To achieve all those aims the librarian must have specialised the subject.

2.7 NEED FOR PHILOSOPHY FOR LIBRARIANSHIP.

There is lot of discussion about pros and cons of the need of philosophy for librarianship. Some would say it is beyond the reach of the librarian. Other would say librarianship being a practical subject need no philosophy behind it, and making philosophy for librarianship is not the job of librarians. Philosophy being an abstract idea would not lead the research workers to any concrete unit. Whatever it might be the librarianship requires a plausible philosophy, which will serve as the fundamental basis. (36)

The library is a growing organism, but mere collection of books, however, great and rich does not make the library great. Similarly, the imposing building that houses the library does not make it great since the building is only an external necessity. It is the readers who constitute the positive cause for expansion of the library, they create the demand for supply of new books. Extensive and intensive

36. Mittal, Library Administration, o.4.
contact with readers are the sine-qua-non of the work of a
ttrue librarian.(37) The philosophy of librarianship can be
tered as follows: 1. Practical philosophy 2. Deductive

The aim of librarianship is to provide best service
to the readers, which is a practical one. Obviously, the
librarian should be trained, in theory and practice in the
various jobs of different section. Without sound theoretical
knowledge, practical knowledge alone would be incompatible,
crummy and often wrong. (38) The protagonist of this idea
emphasises more upon the theoretical study when the whole
subject is clear, the various parts can be understood properly
and the practical result would be better, the very idea is
deductive philosophy. K.R.K. Rao called this kind of philoso­
phy as "organistic" which means that learning should be whole­
some and not piece meal.(39) The inductive philosophy of
librarianship means that conclusion should be drawn for the
actual experience. It implies the use of scientific method,
existence of particular data, its observation, derivation,
conclusion, crystallised principles and their application for
practical purposes, which may be called Evolutionary, and
called it as Naturalistic, e.g. the progress of knowledge from
practice to principles and culmination to in cannons.(40)

37. Terhan, Organisation and Administration Library in India,
p.14
38. Mittal, Library Administration, p.5
After all the library is a social institution, and the philosophy of librarianship based on the ideals of society. The library is a nucleus of all social activities and the philosophy of such an institution would compatible with the ideals of the society. Books are the social mechanism for preserving the racial memory and the library are social apparatus for transforming this to the consciousness of living individuals. (41).

In short the philosophy of librarianship whether it is practical, theoretical, perversive or evolutionary, implies that the librarianship being a noble profession should impart knowledge to the ignorant and remove his darkness through light (42) and to live fruitfully in the midst of books and the people.

2.8 ETHICAL VIEW AND ITS IMPACT UPON LIBRARIANSHIP.

Before going to discuss the topic it is desirable to know the term ethic. What it is? Webster English Dictionary defines "ethics as a branch of philosophy which is concerned with human character and relations". It is a science of morals. Both philosophy and ethics are co-related with each other. In every profession whether it is supposed to be good or bad to make it successful, there must have certain moral principles.

42. Mittal, R.L., Library Administration, p.12.
Without morality, the devotion to duty may not achieve its ultimate goal and attain real perfection.

Library profession is not an exception to this. It is no doubt a noble profession. But in the present day the profession is a challenging one. Due to rapid progress in science and technology of every branch of human knowledge the duties and responsibilities of librarianship equally make the profession to be more and more complicated one. Without being master of the subject, it become difficult to cope with the present trend of librarianship. Therefore, it requires simplicity, honesty whole heartedness along with vast study sound training and throughgoing practice.

Ethics of librarianship an essential attribute of library profession, denotes the conduct and behaviour of those who adopt the profession. A library professional owes certain obligations to the libraries, public and its books, the library profession and himself. Professionals devote themselves to this work with undivided attention and throw themselves heart and soul to give the library service to every reader at any time. A librarian must be industrious and patient in his disposition and nature. He must be a scholar in every field of knowledge and should be conversant fully with the reading materials which are available in the library. He should guide the readers both for the reference and other materials. (43) The objective of library service

can be enumerated as follows:

1. To accumulate and make available for present and future use the best records through experience.

2. To afford opportunity for freedom to read e.i. easy excess to intellectual work without interference.

3. To further research

4. To promote popular enlightenment to enrich human life and to make people fit for democratic and co-operative living.

5. To aid formal instruction.

6. To supply information in the management to practical affairs and for meeting the problems of day to day existence. (44)

The motto of a librarian should be service before self. In other words, a librarian should sacrifice every thing for serving his clientees. His attitude towards the readers should be based on commercial lines, so that, the visiting readers can be converted to habituated or permanent reader.

2.9 WHY ADMINISTRATION.

Library administration is a part of public administration as because it is afterall a social institution. In

44. Mukherjee, S.K., Library Organisation and Library Administration, p.100.
character, library is a non-profit making organisation, rather it is a spending institutions. Though financially it is a non-profit making, yet it develops intellectual and social gain, through its various services. Administrative procedure is of great importance in any system of administration according to law. Well considered procedure enables responsibilities to be fixed on a reasonable officer or badly at each stage or citizens and protect the executive against the criticism of having acted in an arbitrary manner. It can ensure regularity and consistancy in the handling of individual cases.(45)

In performing various functions of the library, it requires services of so many persons who are working justly in a common platform. The administration of a library is likely to be concerned with almost everything that pertains to institutional function and management. The librarian is certain to become involved in and ultimately to make major decision about development of collection, organisation of materials and provision of service to users. He has to deal with such continuing challenges as budgetting, recruiting and maintaining a staff and long range planning. His powers and functions as an administrator depend on the governmental and legal system under which the library operates.(46)

The development of library depends solely on skillful and sound administrative ability of the librarian.

2.10 CONCLUSION.

Library is regarded as an integral part of education. The educational re-construction of our country needs special re-organisation of library services. Modern library has to challenge the organisation, function and aims of the society. In every profession there should be certain principles, theories, aims, objectives, philosophy and morality of its own. There are also plausible philosophy and an ethical aspect in library profession. The aim of education is to develop all round personality of an individual. Education is a life long process. In a democratic state education develops responsibility and the library is a part and parcel of the formal and non-formal educational system. The library consists of the trio i.e., the library materials, the readers and the library staff. The librarian is the friend, philosopher and guide to the readers.

Librarian can help the society tremendously, by producing best readers. But it can be presumed that only the oak tree does not constitute a forest, but all kinds of trees, bushes and herbs. So also all kinds of readers are necessary for a library whether he is good, moderate, bad or no reader at all. Library can develop reading habit in its general users,
and transforms people to become library minded. Good and efficient administration encourages economy, efficiency, accuracy, co-ordination from all quarters, while the inefficient and unscientific administration destroys or ruins the whole set up for generations.