CHAPTER VIII

SUMMARY. CONCLUSIONS AND SUGGESTIONS

It has been a recent development to envision the possibility that adults undergo significant socialization when they move into new environments. Adult socialization includes more than what is ordinarily described as education and training. The students of librarianship learn not only from perception or even from deliberate example, they also learn from sustained involvement in the society of professional staff, fellow students and teachers in the Library & Information Science (LIS) school as a social organization. In course of their social interaction with others in LIS school and of observing and evaluating the behaviour of their teachers, the students acquire the values which will be basic of their professional way of life. The way in which these students are shaped in their LIS school environment, constitute a major part of the process of socialization.

In view of the above, it is imperative to examine the factors motivating the LIS students to undertake this profession besides analysing their expectations, aspirations and idealism towards the profession of librarianship. During the course of their stay in the LIS school, they come across various types of exposures
which enable them to acquire knowledge, develop skills and imbibe human relations and values. In fact the LIS student is "socialized" to become a librarian. The present study is an attempt to understand the professional socialization of the LIS students to become a librarian.

The literature survey reveals that a few studies have been made in USA on different aspects of students of medicine and librarianship. Studies in professional socialization have been made only of the medical students. In India also, this area has been explored only in case of medical students. Not a single effort has been made to study the professional socialization of LIS students in India or abroad. The purpose of the present study is to fill this gap and to make a comprehensive study of the professional socialization of LIS students in North India.

The main objectives of the present study are as under:

1. To analyse the demographic, socio-cultural and economic profile of the LIS students in North India.

2. To ascertain the factors motivating the LIS students and also their decision making process to join the profession of librarianship.

3. To examine the level of satisfaction of the students with LIS education in India.

4. To analyse the attitudes and values formed by the LIS students towards the profession of librarianship.
5. To ascertain the level of professional socialization of the LIS students through their teachers, class fellows and library professionals working in the libraries.

6. To analyse the future orientation and expectations of LIS students.

7. To ascertain the impact of socio-cultural background on the professional socialization of the student librarians.

During the course of present study, the following hypotheses have been tested and confirmed:

1. Majority of the Library & Information Science students are female. As such the profession of librarianship is heading towards "Feminist Profession".

2. A large majority of the Library & Information Science students belong to middle class family background.

3. Library & Information Science students in contact with individuals in the family belonging to the profession of librarianship, decide to join this profession at an early age.

4. Library & Information Science students are motivated to join the profession of librarianship more for serving the humanity and for social welfare rather than for monetary or status factors.

5. Students’ perception of the profession of librarianship is initially full of idealism, but this idealism diminishes as they pass through various stages of professionalization in the Library & Information Science schools.

6. Organizational structure of Library & Information Science schools effects the socialization process of the student librarians in terms of acquiring technical knowledge, ideologies, values and attitudes towards the profession of librarianship.

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7. Student librarians with higher income group background have frequent contacts with their class fellows and teachers and thus they are more professionally socialized as compared to those coming from lower income group background.

8. Rating of professional socialization of majority of female student librarians is high as compared to the male student librarians.

9. Student librarians having studied in Private, Public and Convent schools are more professionally socialized as compared to those who have studied in Government schools.

10. Overwhelming majority of the B.Lib.I.Sc. as well as M.Lib.I.Sc. student possessing Master's degree are highly professionally socialized as compared to those possessing Bachelor's degree as their academic qualifications.

11. Student librarians having their relatives in the profession of librarianship have higher rating of professional socialization.

12. Rating of professional socialization of a large majority of the M.Lib.I.Sc. students is high as compared to that of the B.Lib.I.Sc. students.

Since India is a vast country having more than 85 LIS schools conducting B.Lib.I.Sc. and/or M.Lib.I.Sc. courses, it is not possible to cover whole of the country. It was, therefore, decided to restrict my study only to North India comprising of the states of Jammu & Kashmir, Himachal Pradesh, Punjab, Haryana, Uttar Pradesh and Union territories of Delhi and Chandigarh. There is no LIS school in Himachal Pradesh. All the 12 LIS schools in the remaining states and union territories in North India have been covered. Schools of correspondence courses, open
universities, polytechnics and professional associations conducting LIS courses have been excluded for the purpose of this study. The total number of students in the aforesaid 12 LIS schools in North India is 511.

A detailed questionnaire, which includes the questions for the "Index of professional socialization" also, was prepared to collect data from the LIS students. Certain LIS schools were visited by the investigator of this study personally to get the questionnaires filled in. The questionnaires were mailed to the remaining LIS students through their respective Heads of the Departments under registered cover. Self addressed and stamped envelopes were also sent to them for returning the completed questionnaires. Most of the Heads of the Departments got the questionnaires filled in from their students and returned the same to the investigator of this study by post. Thus, 394 responses in all could be collected, making more than 77 per cent of the total population.

The data thus collected was analysed, tabulated and interpreted under various headings. Rating of professional socialization of the LIS students was done with the help of "Index of professional socialization". Impact of socio-cultural background of the student librarians on their professional socialization was also ascertained by correlating various independent and dependent variables. For
this purpose, the independent variables are: sex, age, caste, marital status, rural/urban background, schooling background, academic qualifications, relations in the profession of librarianship, reason for adopting the profession of librarianship, and level of training for librarianship. The rating of professional socialization of the respondents has been taken as dependent variable.

Concept of a profession has been explained in the second chapter. Different authorities have given different parameters for an occupation to be termed as a profession. Some of the most common characteristics of a profession accepted by majority of the experts are as under:

1. It involves specialized training, skill and knowledge, which requires continuous research and in-service updating.
2. It involves intellectual activities.
3. Its aim is service to the society rather than monetary or personal gains.
4. It is a social necessity.
5. Its members have an organized body which works for the betterment of the profession.
6. Its members have authority in their practice.
7. Its members have high status, autonomy and recognition.
8. It has a code of ethics for its members.

Professionalism is a state of mind or internal process to organize and set up a code of ethics. Under
professionalism, a continuous and terminal status is shared by all members. Equal status and the continuous occupational career are important mechanisms for maintaining a sense of identity, colleague-loyalty and shared values.

Professional socialization is a process of adding a new person to the group, through which he becomes an adult and capable of meeting the traditional expectations of the society. In other words, socialization means coming together and making adjustment for doing work and discharging responsibilities towards the society. In the beginning the perception is different, which is changed with the passage of time and getting training in the profession. Aim of "monetary gains" is changed to "service to the society and humanity". Thus, socialization means the process of acquiring values and attitudes of the group of which they are members. It refers to the learning of social roles of the professionals. The aim of socialization is to induce the individual to conform willingly to the ways of society and to group to which he belongs. Hence, professional socialization is the process of shaping the individual to fit the needs of the profession and the society.

In order to study the phenomenon of professional socialization, it is imperative to understand it in the context of the role theory. A role includes the attitudes,
values and behaviour ascribed by the society and as perceived by the focal person.

Development of Library & Information Science (LIS) education in India has been discussed in Chapter - III. Libraries existed in the ancient times also and the manuscripts were kept in an organized way. Classification of knowledge during Vedic period is well known. Subsequently, organization of literature in "Gurukuls", "Viharas", and "Saraswati Bhandaras" included classification and cataloguing of documents. During Muslim period, rich collections in the field of religion, history and philosophy were maintained in the libraries systematically. After invention of printing and its spread in India, many libraries were established. It was during the Mughal period that the term "librarian" was used. But there is no evidence of formal training for librarianship upto the Mughal period. In 1857, the universities of Calcutta, Madras and Bombay were founded by the British Government, which were equipped with libraries. But these were manned by untrained library staff.

In-service training course for librarians was started in the Imperial Library in 1901 by its librarian, John Macfarlane. However, the first formal training in librarianship in India was started in 1911 by William Alanson Borden in Baroda. Asa Don Dickinson organized a
course leading to Certificate in Library Science which was started in 1915 at Lahore. He also wrote "Punjab Library Primer" which served as an elementary text book of Library Science for the students. After Dickinson's departure in 1916, the course was suspended for two years and it was restarted in 1918 by Lala Labhu Ram. Library Science class was started at the Imperial Library in 1935. Panjab University Library, till 1943, conducted classes every alternative year, but during 1944-1946 classes were conducted every year. Contribution of A.C. Woolner is credible in this respect.

S.R. Ranganathan got his training of librarianship in the University College, London (UK) in 1924. On his return, he was appointed Librarian of the Madras University. In 1929, Madras Library Association started Certificate course in Library Science of three months duration. In 1931, University of Madras took over this course, which was re-designated as Post-graduate Diploma in Library Science in 1937. Similar courses were started in Banaras Hindu University in 1941, Bombay University in 1943, and Calcutta University in 1945. The first full fledged school of Library Science was started at Delhi University in 1947.

After the independence of India, school of Library Science at Delhi University continued with Post-graduate
Diploma course, which was subsequently changed to B.Lib.Sc. degree. M.Lib.Sc. degree was started there in 1951. In 1952-53 Doctoral programme was also started and Dr. D.B. Krishnarao was the first person to receive his Ph.D. degree in Library Science in 1957. Government of India Libraries Association started a Certificate Course in Library Science in 1951, which was later on changed to Diploma Course. In 1957, the Advisory Committee for Libraries appointed by the Government of India made certain recommendations regarding training of librarians and a number of universities started Post-graduate Diploma course in Library Science. In 1957, the University Grants Commission (UGC) appointed Library committee under the chairmanship of S.R. Ranganathan to advise on the problems of university and college libraries. Training for librarianship was covered at length. During 1960’s many universities started Post-graduate Diploma Courses in Library Science, which were subsequently re-designated as B.Lib.Sc. Schools of Library Science were separated from the university libraries, in phases, under the recommendations of the Review Committee appointed by the UGC in 1961.

Government Polytechnics for women were established at a few places in India in 1960, which included Post-matric Diploma Course in Library Science. Now many State Governments are conducting this course in their
After the university of Delhi, Banaras Hindu University started M.Lib.Sc. course in 1965, followed by Bombay University in 1967 and Panjab University in 1970. M.Phil. course in Library Science was also started by the University of Delhi in 1978. Documentation Research & Training Centre (DRTC), Bangalore and Indian National Scientific Documentation Centre (INSDOC), New Delhi started courses in documentation and reprography in 1962 and 1964, respectively.

Indian Association of Teachers of Library & Information Science (IATLIS) was established in 1969. It has been organizing seminars and conferences on various aspects of LIS education in India from time to time. UGC sponsored seminars, symposia, workshops, and conferences are also being organized on various facets of LIS education in India.

At present various levels of LIS education prevail in India. Certificate Course in Library Science is being conducted by certain State Library Associations, and Diploma in Library Science by Government Polytechnics for Women and Directorates of Correspondence Courses. Courses on information technology, computers application to libraries, information storage & retrieval systems, documentation techniques etc. have been included in the
B.Lib.Sc. and M.Lib.Sc. syllabus and these have been redesignated as B.Lib. & Inf.Sc. and M.Lib. & Inf.Sc., respectively. At present, more than 85 institutions are conducting B.Lib. & Inf.Sc. course. Indira Gandhi National Open University, New Delhi and Dr. B.R. Ambedkar Open University, Hyderabad are also conducting this course. M.Lib. & Inf.Sc. course is being conducted by more than fifty institutions. Madras University, Annamalai University and Kurukshetra University have started these courses through correspondence also. University of Delhi and a few other universities are conducting M.Phil. in Library & Information Science. Facilities for research leading to Doctoral degree (Ph.D.) in Library & Information Science are also available in more than thirty universities in India.

Socio-cultural and economic background of the LIS students has been highlighted in chapter - IV. It has been found that majority of them (61.68 percent) are females. It is so all over the world. Hence, the profession of librarianship is heading towards "Feminist Profession". Age composition of the respondents shows that majority (52.03 percent) of them are below 21 years, whereas another 30.71 percent thereof are in the age group of 22-24 years. Those above the age of 24 are very few. So far as the religious distribution of the student librarians is concerned, majority (52.54) of them are Hindus,
followed by Sikhs (18.53 percent), and Muslims (18.02 percent). Jains, Christians and others are negligible. This is in accordance with the religious structure of the population of North India.

Caste categories of the student librarians show that 40.60 percent thereof fall in "Upper", 24.37 percent in "Intermediary", 20.05 percent in "Lower" and 14.98 percent in "Scheduled Castes" categories. With regard to the marital status of the respondents, over-whelming majority (88.33 percent) thereof are unmarried. Only 11.67 percent of them are married. These persons fall in upper age group and have been working in various types of libraries and other institutions.

It is interesting to find the a large majority (71.57 percent) of the respondents come from urban background. Those who come from rural background are only 28.43 percent. So far as the schooling background of the student librarians is concerned, majority (56.60 percent) thereof had their schooling in Government schools. Those who have studied in Private, Public and Convent schools are 24.37 percent, 11.42 percent and 7.61 percent, respectively. Analysis of the academic qualifications of the B.Lib.I.Sc. students shows that 37.99 percent thereof have passed their B.A., while 31.18 percent have passed M.A. Those possessing B.Sc., B.Com., M.Sc., M.Com. and M.Phil. degrees are very few. Surprisingly, two students
are even holders of B.Engg. (Computer Science) degree. Some of them have also passed B.Ed., M.Ed., LL.B., LL.M., Diploma in Dress Designing etc. For admission to M.Lib.I.Sc. course, B.Lib.I.Sc. degree is essential. In addition of this, 55.65 percent of the M.Lib.I.Sc. students possess bachelors' degree, 39.13 percent Masters' degree and 5.22 percent possess M.Phil. degree.

In order to ascertain the family background of the student librarians, we have to ascertain the academic qualifications, occupation and income of their parents. The survey reveals that highest percentage (37.05 percent) of the fathers of the respondents are graduates, 19.55 percent matriculates and 9.90 percent even under-matric. Those possessing Post-graduate and professional degrees are only 16.50 percent and 17.00 percent, respectively. Similarly, a large percentage (47.97 percent), of fathers of the respondents are in ministerial service, 19.80 percent are professionals, 19.80 percent are businessman, and 5.84 percent are agriculturists. Those who have retired from service are 11.42 percent. So far as the income of fathers of the student librarians is concerned, we find that 33.50 percent fall in the annual income group of Rs.20,001-40,000, 19.54 percent in the income group of Rs.40,001-60,000, 12.95 percent in the income group of Rs.60,001-80,000, and 15.23 percent in the income group of Rs.80,000 - 1,00,000. Those whose annual income is above
Rs. One Lac are only 10.41 percent. On the other hand, 8.37 percent thereof have less than Rs. 20,000 as their annual income.

Analysis of the residential status of the student librarians shows that a large majority (72.34 percent) thereof are day scholars, while the remaining 27.66 percent live in the hostels. Majority of day scholars spend between Rs. 151-200 per month on their education. The monthly expenses of majority of the hostlers are between Rs. 601-700, while a small percentage thereof spend even more than Rs.700 per month. A perusal of the data concerning socio-cultural and socio-economic factors of the respondents, it reveals that a large majority of the student librarians primarily belong to middle class family background.

Motivations and perceptions of the student librarians towards the profession of librarianship have been discussed in Chapter - V. Various factors like age at which they decided to join the profession of librarianship, family experience and personal experience in the LIS school, account for shaping an individual’s attitude towards the profession. The data reveals that only 22.08 percent of the respondents have their family members and kins in the profession of librarianship. So far as the sources of advice for choosing librarianship as
a career is concerned, we find that majority (52.03 percent) of the respondents decided to do so on their own. 22.08 percent did so on the advice of some librarians, 13.45 percent on the advice of their friends, and 7.87 percent on the advice of their parents. A small percentage thereof did so on the advice of their brothers/sisters and relatives.

It is interesting to note that majority of the student librarians who first thought of the profession of librarianship, decided to adopt it, and actually joined the B.Lib.I.Sc. course, fall in the age group of 18-25 years. Those who did so after the age of 25 years are not many. A small percentage of the respondents first thought of this profession before the age of 18 years. Majority of this group of student librarians had their family members or relatives in the profession of librarianship.

The student librarians were also asked to intimate the reasons for choosing profession of librarianship. A large percentage (27.41 percent) thereof have stated that they applied for many courses in the university and they could get admission in LIS course. As such, it is only by chance or by accident that they have joined this profession. 13.45 percent of the respondents did so for better career opportunities, 11.93 percent thought it to be better than ministerial job, and 10.41 percent did so due to their liking and love for books. A small percentage
thereof gave the reasons such as: liking for calm atmosphere, suitable for ladies, and being physically handicapped it suits them. There are others who thought that this profession helps to serve the community and that they had aptitude for the profession of librarianship.

With regard to the priorities in mind while choosing this profession, majority of the B.Lib.I.Sc. students opined that their first preference is in favour of enlarging social circle; second preference for academic and research pursuits; third preference for status & prestige; fourth preference for service to mankind; while the last preference in favour of money aspects. The views of the M.Lib.I.Sc. students are slightly different on this issue. Majority of them have given first preference for choosing this profession for academic & research pursuits; second preference for service to mankind; third preference for status & prestige; fourth preference for money aspects; while the last preference in favour of enlarging social circle. The pragmatic approach of the M.Lib.I.Sc. students towards the profession of librarianship can be attributed to the fact that they have internalized the norms and values of the profession to some extent in comparison with the B.Lib.I.Sc. students.

Students' perception to the profession of librarianship at the time of admission has also been
ascertained and analysed. Majority of them perceived it as one which offers high status in the society, while some of them perceived it as the one in which they could serve the humanity. Most of the M.Lib.I.Sc. students also perceived it as a noble profession, and associated with hard work and tough studies, as compared to the B.Lib.I.Sc. students. Considering the extent to which perception of the student librarians have undergone a change, the data reveals that majority of them thought it to be interesting, but subsequently found it to be difficult, and boring. Some of them found the teachers to be non-cooperative. We find that there is more frustration among the M.Lib.I.Sc. students as compared to the B.Lib.I.Sc. students. This could be due to the reason that at the time of admission they were idealistic but with the passage of time and by gaining more experience in the LIS school, the reality has come before them after passing through various stages of professionalization.

The student librarians were also asked to intimate the alternative profession they had in mind in case of failure to enter in the profession of librarianship. There is a mixed response. Some had thought of doing M.A./M.Sc./M.Com., some were in favour of doing B.Ed., M.Phil., or management course. Some had thought of appearing in competitive examinations while a small percentage thereof had thought of doing Doctoral research
in their subject of Master's degree, as an alternative profession.

When asked if they would recommend the profession of librarianship to their dear ones, a large percentage (44.16 percent) had replied in affirmative, 32.49 percent in negative, while the remaining 23.35 percent were undecided on the issue. Majority of the student librarians think that this profession constitutes an important aspect of the society and it is helpful in nation building. They are aware of their status as librarians.

So far as the students' perception of their course as professional is concerned, we find that majority of them think that it is a professional course because it is based on specific skills, knowledge and training. Some of them thought so because it helps to serve the society and is job oriented. It is surprising to note that the student librarians are not aware of all or even majority of the characteristics of a profession.

To what extent the students will be professionally socialized into the profession depends upon what their motivations and perceptions are, at the time of entering the LIS school. Students with greater exposure to the profession of librarianship during their childhood or adolescence are more realistic in their approach towards the profession and have less adjustment problems with
their teachers and colleagues. Those with idealistic approach are less dedicated and experience greater amount of frustration. The motivations and perceptions undergo a change with increasing experience of the student in the LIS school.

Professional socialization, norms and values of the student librarians have been discussed in chapter - VI. The data reveals that both B.Lib.I.Sc. and M.Lib.I.Sc. students give their first preference in favour of "service to the society" as their achievement orientation. Coming to the subsequent preferences, their views vary. Majority of the B.Lib.I.Sc. students give their second and third preference for "earning good money" and "enlarging social circle". "Going abroad" is their last preference. But the M.Lib.I.Sc. students give their second preference of "going abroad". "Enlarging social circle" and "earning good money" is their fourth and fifth preference, respectively. Since the B.Lib.I.Sc. students have less experience in LIS school, they are more idealistic in their approach. This approach is changed when they gain more experience in the LIS school and get professionally socialized.

Majority of both B.Lib.I.Sc. and M.Lib.I.Sc. students are of the opinion that professional socialization through the education for librarianship is possible. Only a small percentage thereof think in
negative. Majority of the student librarians have stated that the education for librarianship has imparted necessary professional socialization in them through the practical work involved in their training programme. A reasonable percentage thereof think so because of the workshops and tutorials in the LIS school and discussions with teachers. A small percentage of the student librarians think that the LIS education has imparted professional socialization in them due to their visits to various libraries and their discussions with the professional library staff.

With regard to the choice of career categories of the student librarians, the data reveals that a large percentage of both B.Lib.I.Sc. and M.Lib.I.Sc. students have given their first preference in favour of serving in the university libraries, followed by college libraries. This is so because of their exposure to these types of libraries, better pay-scales and better chances of interaction with intellectuals. Negligible percentage of both the groups of students have given their first preference in favour of archival work or reprographic work. The reason for this seems to be that special type of training is required for handling this type of work. A very small percentage of respondents have given their first, second or third preference for school librarianship, special librarianship, public librarianship
and teaching of LIS.

In response to our question whether they had any doubts regarding choice of librarianship as their career, majority of the respondents have replied in affirmative. They feel that certain courses are tough and boring. However, they do not intend to leave the course at all. A large percentage of student librarians are of the view that they should give priority to their clientele even at the cost of their personal comforts. Only a small percentage thereof think that personal comforts should be sacrificed only rarely in case of very important persons.

Social interaction pattern of the student librarians with their class fellows and teachers was also ascertained. The data shows that majority of them interact "often" with their class fellows and teachers, both within the class room and outside. During the course of their interaction in tutorials, seminars, group discussions and informal get-togethers they get socialized professionally also. It has been found that female student librarians have more social interactions with their class fellows and teachers as compared to their male counterparts. It has also been found that those who come from higher income group background have frequent contacts and thus interact "often" with their class fellows and teachers as compared to those who come from lower income group background.
Majority of the respondents have no difficulties from their class fellows and teachers. Only a small percentage of them have stated that they face some difficulties like non-cooperation, human jealousy and students' mischievous habits. The difficulties faced by them from their teachers are stated to be generally relating to their nature and they have not elaborated the same. Majority of the student librarians who have frequent interactions with their class fellows and teachers have no difficulties from them in the LIS school. It is so because frequent interaction makes them more friendly and cooperative.

The student librarians were asked if they had any regrets for having to forgo extra-curricular activities. Majority of the M.Lib.I.Sc. students have replied in negative, while majority of the B.Lib.I.Sc. students have replied in positive. It is evident that the senior students have to work more and they do not have enough time to indulge in other activities except their own studies. But the B.Lib.I.Sc. students are in their early stage of training and not so serious in their studies as compared to the M.Lib.I.Sc. students.

When asked as to what are the most important aspects of the profession of librarianship that may inspire them in their future career, majority of the B.Lib.I.Sc. students...
students have given their preference in favour of aspects like social recognition, better social contacts, prestigious job etc. The views of the M.Lib.I.Sc. students in this regard are slightly different because their rating in favour of better qualifications has also gone up, which is understandable and obvious.

The student librarians were also asked to intimate their aims and objectives regarding their career besides securing a professional degree. Majority of them stated that their aim is to get a job in some library and thus to serve the society. But other responses of B.Lib.I.Sc. and M.Lib.I.Sc. students are not only varied but also different. Senior students want to interact with researchers, become LIS teachers and even start their own practice as Information Broker. But the B.Lib.I.Sc. students aim at helping in the eradication of illiteracy, improving their qualifications as a private candidate in the capacity of being a librarian, and to enjoy the peaceful atmosphere of the library.

Extent of satisfaction with the profession after having spent considerable time in it, was ascertained from the M.Lib.I.Sc. students. The data reveals that majority of them are satisfied with the profession or librarianship. Most of them have stated that they would recommend to their dear ones to adopt this profession.
About 40 percent thereof have stated that they are not satisfied with this profession because it involves only technical work or record keeping. Their concept of librarianship is old and obsolete. They have rural background and exposed to village libraries only. Majority of the M.Lib.I.Sc. students having their schooling in Public, Convent and Private schools are satisfied with this profession as compared to those having studied in Government schools. If we consider the sex variable of the M.Lib.I.Sc. students, we find that majority of the female students are satisfied with this profession as compared to their male counterparts.

When asked to point out the drawbacks in LIS schools experienced by them, a large majority thereof stated that the Departmental libraries are not well equipped with reference books & journals. Other drawbacks pointed out by them are: no facilities for apprenticeship, shortage of audio-visual aids, non-visit to various types of libraries, less emphasis given on practical skills, non-cooperation of teachers, and outdated courses of reading.

Thus, we see that the students entering the profession are very idealistic in their approach. They visualize the profession as offering high status and prestige. But when they reach the M.Lib.I.Sc. level, this idealism wears down because of heavy load of studies lack of adequate facilities and want of apprenticeship after
the theoretical training of librarianship. In their own perception, they feel that they constitute a major aspect of the society, perceiving their role as nation builders. But actually there is a wide gap between what they want to achieve, what they can achieve in a setting and what they are supposed to achieve as a professional. Hence, when the students complete their training, they are to a large extent, socialized in the profession. In other words, they know what is expected of them as librarians in the real work setting.

Impact of socio-cultural background on the professional socialization of the student librarians has been analysed and discussed in Chapter - VII. Their rating of professional socialization has been done with the help of "Index of Professional Socialization", which includes eleven questions, as per Appendix - "B". The data was processed, giving one score to the reply indicative of professional socialization, while zero score was given to the reply not indicative of professional socialization. Thereby, the score of each respondent was computed. Out of total of eleven scores, the professional socialization of those securing six scores or more was rated as "High", while that of those securing less than six scores was rated as "Low". This way, it has been found that majority (62.94 percent) of the student librarians have "High" rating of their professional socialization.
It is interesting to find that a large majority of the female student librarians have been rated as highly professionally socialized as compared to their male counterparts. However, no significant impact of the age factor of the respondents has been found on their professional socialization. Caste categories of the student librarians have a direct bearing on their professional socialization. Those belonging to the upper caste categories have high rating of professional socialization, whereas the situation is other way round in case of those belonging to Lower or Scheduled Caste categories.

Impact of marital status on professional socialization has also been found. An over-whelming majority (84.78 percent) of the married respondents have high rating of professional socialization as compared to the unmarried ones, of whom only 60.06 percent have high rating of professional socialization. It is so because the married persons are more matured, experienced and concerned for social welfare. Similarly, majority of the student librarians having urban background have high rating of professional socialization as compared to those having rural background. It is so because of their exposure to the profession of librarianship.

It is revealing to find that even the schooling
background has direct bearing on the professional socialization of the student librarians. A large majority of the respondents having studied in the Public, Convent and Private schools have high rating of professional socialization as compared to those having studied in the Government schools.

Relationship between the academic qualifications of the student librarians and their professional socialization has also been noticed. A large majority of those possessing Master's degree have high rating of professional socialization as compared to those possessing Bachelor's degree as their academic qualification. It is so in case of both B.Lib.I.Sc. and M.Lib.I.Sc. students. It is interesting to note that there is direct impact of income of fathers of the student librarians on their professional socialization. Majority of the respondents whose fathers' annual income is below Rs. 20,000, have low rating of professional socialization. With the increase of annual income of fathers of the student librarians, the high rating of their professional socialization also increases. The reason for this seems to be that with higher income, they can buy expensive books and can afford to have more get-togethers and social interactions with their class-fellows and teachers. Consequently, they have frequent chances of professional socialization.
The data also reveals that if the family members and relatives of the student librarians are in the profession of librarianship, overwhelming majority of them have high rating of professional socialization as compared to those whose kins are not in the profession of librarianship. It is understandable that if relations of the respondents are in this profession, their attitude, professionalization, role performance and motivation has influence on the budding librarians.

An attempt was made to see if the reason for adopting profession of librarianship has any bearing on the professional socialization of the student librarians. The data reveals that cent percent of the respondents who adopted this profession in order to serve the community, have high rating of their professional socialization. Those who have aptitude for this profession or love for books etc., have also quite high rating of their professional socialization. It is surprising to find that the professional socialization of those respondents has also been found to be reasonably high, who adopted this profession for reasons like: monetary gains, calm atmosphere, not much labour involved, or by chance. Thus, we can say that the reason for adopting the profession of librarianship does not seem to have any direct bearing on the profession socialization of the student librarians.
So far as the relationship between the level of training in librarianship and professional socialization of the student librarians is concerned, the data reveals that a very large majority (83.48 percent) of the M.Lib.I.Sc. students have high rating of professional socialization as compared to the B.Lib.I.Sc. students, out of whom only a marginal majority (54.48 percent) have high rating of professional socialization. It is so because the B.Lib.I.Sc. students are new to the profession and have spent less time in the LIS school as compared to the M.Lib.I.Sc. students who have gained more experience in the profession. Their perception of the profession of librarianship is different as they are exposed to the reality of the profession. They are not idealistic but realistic in approach.

**SUGGESTIONS**

Keeping in view the findings of the present study and also the discussions with some of the student librarians, the following viable suggestions can be given:

1. Since a large percentage of the student librarians have stated that tutorials and workshops in the Library & Information Science (LIS) schools and discussions with their teachers are important aspects of education for librarianship which impart
necessary professional socialization in them, it is suggested that the teaching methods in the LIS schools should include group discussions, tutorials, seminars and symposia. Rather, more emphasis should be given on these methods of teaching instead of formal class room teaching by the teachers.

2. As already recommended by the Review Committee appointed by the University Grants Commission in 1961, the teacher student ratio of 1:10 at the Bachelor’s level and 1:5 at the Master’s level courses of librarianship should be strictly followed by all the LIS schools which is not being followed by most of the LIS schools in India at present. If this recommendation is adopted, more teachers will be available in the LIS schools for tutorials and discussions with small groups of the student librarians. This will ultimately help in more frequent interactions between students and teachers, paving way for more professional socialization of the student librarians.

3. As ascertained from the data of the present study, most of the LIS schools in the country are not well equipped with libraries and workshops for practical work. Reference tools, sufficient number of catalogue codes and schedules of classification,
text books, equipment and audio-visual material is not available as per requirement. This results in poor quality of output. Hence, all the LIS schools should be well equipped with libraries and workshops for producing good quality of budding librarians.

4. As pointed out by majority of both B.Lib.I.Sc. and M.Lib.I.Sc. students, more emphasis should be given to the practical training rather than theoretical teaching, especially in the field of reference service, cataloguing, classification, Information technology, documentation techniques, indexing, abstracting, computer application to libraries & information centres etc. This will help to produce competent library professionals to serve the clientele efficiently.

5. Visits to various types of libraries, information centres, documentation centres, reprographic centres, translation centres, deposit centres, referral centres, data bases and data banks should be a regular feature of the LIS students during their training period so that they are exposed to their organization, management and services. This type of first hand information and interaction with the library professionals helps the student librarians to acquire professional socialization.
6. Since the professionals are expected to know the latest developments in their field, the out-dated and obsolete syllabus and course contents should be revised. Latest developments in the field of Library & Information Science should be incorporated in the curriculum and taught to the LIS students.

7. It has been found during the course of discussions with certain student librarians that higher percentage of marks obtained by them in their Bachelor's or Master's degree is not the yard-stick to ascertain their aptitude for the profession of librarianship. Sometimes very bright and intelligent students do not fit properly in the LIS profession. It would, therefore, be better if the admission to the B.Lib.I.Sc. course is made on the basis of written test which also includes aptitude test for the profession of librarianship. This will help in producing committed professionals in librarianship, having high professional socialization.

8. As per recommendations of the UNESCO seminar on development of public libraries in Asia held at Delhi during October 6-26, 1955, a central recognized authority (preferably the National Library Association or the Central Library Board)
should be created to lay down standards to accredit library schools. The nomenclature of the said body can be "Library Council of India", on the analogy of "Bar Council of India", "Medical Council of India" etc. Such a body will be responsible for laying down standards and accreditation of LIS schools in India.

9. The findings of the present study reveal that a very large majority of the M.Lib.I.Sc. students have high rating of professional socialization as compared to the B.Lib.I.Sc. students. It is so because the M.Lib.I.Sc. students have more experience in the profession and exposed to the reality of the profession. Moreover, certain B.Lib.I.Sc. students have stated that they are repenting to have joined the profession of librarianship because they would not be able to secure good job and serve the clientele in better way after completing the B.Lib.I.Sc. training. The seats for the M.Lib.I.Sc. course are very limited (generally less than 50 percent of the B.Lib.I.Sc. seats) in almost all the LIS schools in India. Hence, there is very tough competition for admission of the M.Lib.I.Sc. course. It is, therefore, suggested that the B.Lib.I.Sc. and M.Lib.I.Sc. courses should be merged into two years comprehensive course leading to the M.Lib.I.Sc.
degree like Master's degree in other disciplines. This will help to produce library professionals with high rating of professional socialization.

10. As already recommended by the Review committee appointed by the University Grants Commission in 1961, there should be six months apprenticeship (in an approved library) after the formal training in the school of librarianship. This should be adopted by all the LIS schools in India and strictly adhered to. The proposed compulsory apprenticeship will help in inducing professional socialization in the budding librarians.

In case the above mentioned suggestions are adopted, the student librarians will be socialized to a large extent, in the profession. In other words, by the time they complete their training in librarianship, they will be aware of what is expected of them as librarians in the real work setting. Professional socialization is very essential for becoming a professional and serving the humanity and the society at large without aiming at the monetary gains. It paves way for altruism in the librarians in the making.

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