STANDARDS FOR LIBRARY EDUCATION IN BURMA, CEYLON, INDIA AND PAKISTAN

Suggests a set of common standards for library education in the four countries. The maintenance of standards can be the responsibility of each country's university organizations like the University Grants Commission in India; the Inter-University Board or proposed University Grants Commission in Pakistan; the National Council of Higher Education in Ceylon; and the Universities Central Administration Office in Burma. As a prelude to the actual spelling out of the proposed standards a brief resume of the comparable practices with regard to standards for library education as they obtain in the United Kingdom, the United States and Latin America, is also given.

The period from Dickinson to Ranganathan has shown a strong British influence on the educational systems of Burma, Ceylon, India and Pakistan. In fact, the modern library movement as also that of modern education in these countries owe their existence to the "mildly beneficial administration" of British rule. This British influence is so deep-rooted that even independence did not diminish it. Burma attempted to make a breakthrough in 1964; but even so, it continues to follow the older patterns of education. Library education had, therefore, to fit within such a system of education.

Library development followed a similar pattern in each country. University libraries, although not developed simultaneously in all the four countries, received better treatment; more money was available for the development of their collections, and their librarians were sent abroad for training. British officials, who at one time found it expedient to send the book treasures of these countries to London, were responsible for the development of some of the important libraries in the area, which today, by and large, have become the nucleus of the country's library development. Among them were the former Imperial Library (now the National Library of India) in India; the Punjab Public Library in Pakistan; Colombo Museum Library in Ceylon; and, Bernard Free Library (merged with the National Library) in Burma. With the attainment of independence, and subsequent emphasis on industrialization, special libraries also appeared on the scene. However, despite the identical trends of development, there is an imbalance in the library situation of the four countries. While in India and Pakistan, the library development brought about the establishment of library associations to carry forward the good work done for the promotion of libraries, similar developments in Burma and Ceylon did not establish any association. Burma had to wait until 1958 to start a library association, and even that belated development was short-lived. (Possibly Burma's failure in this respect lies in its attempt to organize a national library association instead of starting local associations, such as in India and Pakistan, to prepare a professional climate in the country and to ensure effective cooperation among the librarians.) Ceylon took another two years to found a national association on the island. The smallness of the country and the government's support, however, enabled it to create professional spirit for the continued existence of the Association.

Thus lagging behind in professional activities, Burma and Ceylon also lacked a dynamic leadership, such as in India. The university libraries in both countries, although relatively as well organized as their counterparts in India and Pakistan, failed to provide any leadership while this much needed leadership in the neighbouring countries had swung.

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Anis Khurshid
S. 2/21 Saudabad
Karachi-27, Pakistan
the pace of library development to the advantage of the entire profession. The Madras University Library was instrumental, among other things, for the passage of the Madras Public Library Act; Pakistani Universities, within their limitations, contributed to the development of respectable programmes for library education.

The retarded development of libraries in Burma and Ceylon had adversely affected the library education programmes of these two countries as well, and their failure was largely due to the departure from the pattern established in India and Pakistan. Library education in Burma began with partial programmes. In Ceylon it was started simultaneously both by the university and professional association, while in India and Pakistan early attempts were directed at starting junior levels of training both by the universities and the professional associations. When respectable status and salary was established for the librarians in these countries, only degree courses were started; graduates were able to get suitable jobs commensurate with their qualifications. Thus it was possible later in both the countries to offer even Ph.D. programmes.

However, the library developments in all the four countries took their directions from one common source, i.e., the colonial administration. The force and vitality of these efforts were more or less the same. Only the prevailing professional attitude in each country brought about different results. To catch up with India and Pakistan, Burma and Ceylon will have to learn from the experiences of their neighbouring countries. For one thing they must learn that professional post-Bachelor's courses at university level are as important for both Burma and Ceylon as they are for India and Pakistan and, for that matter, elsewhere in the world. Once library training classes at universities are started in Burma and Ceylon, they would not be placed differently from India and Pakistan; since the systems of education in all the four countries bear strong similarities. Also because the trends of library developments are closely identical, a common set of standards for library education at university level, could be applicable in all the four countries.

Guided by these similarities, the UNESCO Regional Seminar on Library Development in South Asia, Delhi, October 3-14, 1960, even recommended setting up a regional library training centre for South Asia, in which connection Delhi was mentioned as an appropriate location for such a purpose in the message to the 1960 UNESCO Seminar at Delhi by the then Director-General of UNESCO, (Delhi has also been suggested as a possible campus for the ALA's proposed International Library School) [1]. More recently the 1967 Colombo Meeting of Experts on the National Planning of Library Services in Asia also made recommendation for a regional training centre [2]. Karachi was also recommended by the U.S. Aid Book Survey [3] to serve as a Regional Centre for Advanced Library Studies and Research not for South Asia but for the countries of GENTO [3]. Such regional training centres are not uncommon in other parts of the world. Two such centres are already imparting education in Africa under the assistance provided through UNESCO: (1) the Dakar Regional Centre for Training of French-speaking Librarians; (2) the Kampala Regional Centre for Training of English-speaking Librarians [4]. In Latin America the Inter-American Library School at the University of Antioquia in Medellín performs the same function but under an International Executive Council consisting of the representatives of the University of Antioquia, the National University Fund, the Columbia Library Association, UNESCO, the Organisation of American States, the American Library Association and the School's Alumni [5], until the School was fully incorporated into the university. A Council of Library Training in East Africa also exists at the Kampala Regional Centre but has failed to produce any useful impact on library education [6]. While a regional training centre for the four countries under study or a regional council for library education may seem desirable, the current political relations between them would, however, make it difficult to undertake such a joint venture. Although, it has not been unusual for Indian schools to receive a few trainees from Burma [7], Ceylon and Nepal in the past, extension of such a practice on a large scale and on a continuing basis leaves much to be desired. It is likely, therefore, that training facilities within each country will develop independently of each other. For a closer collaboration between the library schools in the region, it may, however, seem useful to organise an association of library schools in the region on a purely professional and non-political basis. If such an association is formed it should concern itself with common problems in library education. The Asia
Foundation, UNESCO, and other agencies, may be interested in providing financial assistance to defray its organizational and administrative costs.

Despite the difficulties in evolving a joint mechanism, a common set of standards, as pointed out earlier, could be acceptable and maintained because the authority to do so would be vested in each country's university organization. Political disparities, in whatever form they continue to exist, would not affect the application of standards.

These standards and some sort of mechanism to enforce them are all the more necessary because the findings of this study confirm the continuance of the earlier attempts which were beyond any doubt influenced by the British pattern. The existing inconsistencies, as have been indicated by the findings, however, are the result of the arbitrarily structured programmes at various schools with misplaced emphasis. Bombay, Calcutta, Jiwaji, Kerala, Poona, Shivaji, and SNDT, for example, offer courses on general knowledge; and almost all the schools in India spend most of their teaching hours on classification and cataloguing. The large number of part-time teachers in the library schools of India and Pakistan is also a legacy of the past when a few trained librarians had also to undertake responsibilities for training their staff.

Besides these limitations, the library schools in the area are under financial and physical strains. Karnatak, Poona and Punjab (India) have budget appropriations ranging between one and three thousand rupees (approximate U.S. $130 and $390). Similarly most of the library schools, located in the university libraries, suffer from inadequate physical facilities. Library resources equally tend to be neglected because of the non-availability of separate funds for that purpose.

With inadequate facilities and resources in India and Pakistan, there is great danger of sub-standards creeping into the system. For this reason, some control should be established to check against sub-standards. Such a control could also be feasible in Burma and Ceylon because of the similarities of educational systems and trends of library developments. Consequently, the study has concluded that such a control should be vested in the University Grants Commission in India; Inter-University Board or the proposed University Grants Commissions in Pakistan; the National Council of Higher Education in Ceylon; and the Universities, Central Administration Office in Burma. These university organizations, although different in structure, have the authority necessary for the maintenance of standards. For the success of the projected control it is necessary that there should exist a set of common standards which could be enforced by the authorities mentioned earlier. Since without such an authority to enforce, standards would not be acted upon. These standards may not bring quality in the programmes right away but they would certainly bring about improvements in the existing practices making stipulated goals, set out in the standards, a possibility in the future.

The proposed standards are not definitive; neither are they magic beads that would bring an end to the problems of library education, when thrown in the fire-place. These standards, if properly enforced, would bring about improvement in the existing situation and, therefore, need to be reviewed periodically. The standards are qualitative. The quantitative standards may not be effective since the attainment of the stipulated goals may be irrelevant of quality.

The standards for library education in the United Kingdom, the United States, and Latin America and those developed by this study, for Burma, Ceylon, India and Pakistan, show strong similarities in the areas covered. One is, therefore, struck by their commonness. It seems obvious that education anywhere in the world would be concerned with faculty, curriculum, teaching methods, physical facilities, etc., and, for that reason, qualitative standards would tend to be identical everywhere. Perhaps, the standards for South Asia could also be applied in other countries.

The only difference one would observe in the case of South Asia is its emphasis on the separation of the library school from the university library. Is this situation due to the considerations of savings in the costs that the university librarians continue to hold joint appointments in the library and library schools in the area? Should it remain so or should it change at a point where there is enough maturity in the programmes calling for full-time attention of a director and supporting staff? Is the change in the quality and status of
library education in the United States and Brazil the result of the changeover from part-time to full-time faculty? Answers to these questions would make the standards, concerning faculty and administration of library schools, slightly different from those in countries which do not face similar problems.

The interpretation of the standards will, however, differ from country to country according to the local needs. For example, the emphasis on a second language in Africa will be different from that in Latin America or South Asia. So will be the case in the teaching of cataloguing and classification in as much as the treatment of local names and subjects are concerned.

In the light of the above conclusions, one may raise these questions: Do qualitative standards have universality? However, there is, understandably, a core of commonness in qualitative standards since education all over the world would be concerned with faculty, physical facilities, admission requirements, and teaching methods, etc.

Before discussing the standards for Burma, Ceylon, India, and Pakistan it would, however, seem desirable to examine the various practices with regard to standards for library education as they obtain in the United Kingdom, the United States and Latin America. The following discussion is, therefore, devoted to such practices in the areas referred to above:

**United Kingdom:** According to Bernard I. Palmer, "the Library Association does not require any member to take a course before submitted himself to the professional examinations, although it strongly advises this. As a consequence, it has never accredited courses as such, the proof of the pudding being in the eating (or the examining in our case!)" [8].

In 1960, however, a dramatic change was evident in the Association's attitude when it approached the "University of Sheffield to ask if it would consider establishing a post-graduate school of librarianship" [9]. In 1962, the Association's Education Committee set up a Sub-Committee "to examine and report on the whole matter of recognition, in relation to the Registrar of internal examinations in librarianship, and diplomas issued in respect of them conducted by bodies other than the Library Association including methods of control by the Library Association of internal examinations" [10]. The Sub-Committee recommended a scheme of safeguarded internal examination for which schools meeting a set of minimum standards prescribed for the purpose are required to put in an application to seek permission to examine internally on behalf of the Association. This scheme also required appointment of 'visitors' to report on schools applying for internal examination. The grant of this privilege is for "a stated number of years, renewal being subject to the approval of the Council" [11] of the Association. The visitors also report on the schools seeking renewal. By July 1968 only four schools out of eleven concerned applied for permission and all were granted it [12].

The application form, prescribed for the purpose of seeking permission for internal examination, require among other things, the following information:

1. Status of librarianship course, e.g., Department, School, etc.
2. Number of students currently enrolled
3. Number of students anticipated
4. Number of teaching staff (aggregated part-time staff may be counted)
5. Number of clerical staff per hour specifically allocated to the department of librarianship
6. For how many subjects in the Part II examination are courses being provided?
7. Method used to select
8. Accommodation
9. Library facilities
10. Teaching aids and equipment
11. Is the college library administered by a Chartered Librarian?
12. Facilities for practical training [13]

The minimum standards prescribed by the Association is based on broad principles and stress on equitable status of the school within the parent institution; high proportion of group and tutorial work for which the teaching staff/student ratio should be 1:10—with a minimum of six full-time teachers and good provision for part-time and specialist visiting lecturers; a minimum number of 80 students...
with sufficient residential and recreational facilities for them; adequate accommodation -- lecture hall to hold all student body; classrooms to accommodate all classes simultaneously; tutorial rooms, private study facilities; accessibility of teaching aids and library materials; arrangement for practical work in suitable libraries [14]. In the case of University schools, the Association is represented on advisory committee or (alternatively) shares in the appointment of external examiners [15]. These developments, according to C. Bradley, have given the Library Association "more powerful influence on their standards than it has ever possessed before" [16].

United States: Like many aspects of library education in America, the mechanism for accreditation for library schools began with the Williamson Report. The Board of Education for Librarianship, created on June 30, 1924 as a result of this Report, aimed at formulating standards based on the then existing situation rather than basing it on an ideal situation [17]. Thus established, its standards were designed to deal with four different types of schools. The 1933 standards, however, recognized three types of schools based on admission requirements and programmes. These standards were strictly quantitative. In 1948, the 1933 standards were suspended. A statement of policy issued by the Board of Library Education stated the following principles for setting up standards:

1. The purpose of accrediting is to improve the services of libraries through the improvement of the professional education of librarians.
2. The spirit of accrediting should be that of constructive evaluation of a library school.
3. Accreditation of library education programmes at the national level should continue to be coordinated through a single agency which is authorized by the members of the profession and representative of their interests.
4. An accrediting agency should draw upon the members of the library profession and professional library schools for advice and assistance in developing and administering standards.
5. In administering an accrediting programme in the field of librarianship, the accrediting agency should cooperate with accrediting groups in other fields in the general interest of improving higher education.
6. An accrediting agency should continually re-examine and revise its policies and procedures. In the application of standards it should avoid rigidity and inflexibility which would hamper general progress in the education of librarians.
7. An accrediting agency must evaluate the library school in its institutional setting.
8. The standards should be set in a framework which will permit a library school to initiate experiments in professional education and operate without conflict with the policies and organization of its own institution.
9. The standards should emphasize qualitative rather than quantitative criteria. Without setting up arbitrary specifications they should indicate clearly those levels of achievement which contribute to continuing progress in the education of librarians.
10. The standards should represent the minimums of achievements consistent with the needs of the library profession.
11. The standards should emphasize key criteria which represent elements of most importance in the professional education of librarians [18].

The 1951 Standards, when formulated, eliminated completely the classification of library schools by types [19] and since then they were keyed to five-year programmes only. Another significant change in the standards related to its qualitative natures. The Committee evaluates application for accreditation and consists of eight members including the Director of the Office for Library Education, Lester E. Asheim, who acts as ALA Staff Liaison. Application for accreditation is made in a report form giving factual information about the programme together with necessary evidence to substantiate the information. The information relates to the place of the school in the parent institution, curriculum, degrees, faculty and
their publications and research, finances, physical facilities and library resources. A visiting committee appointed for this purpose visits the school for about three days and submits a report to the Committee based on its visit to the School. It is on the basis of this report that accreditation is granted or refused.

The minimum standards for the accreditation of library schools, as established by the Council of the American Library Association, deal with organization and administration, financial status, faculty, administrative and non-instructional staff, curriculum, admission requirements, degrees, quarters and equipment and library facilities and services. Based on broad principles, the current standards adopted in 1951, for organization and administration, faculty and library facilities and services read as follows:

Organization and Administration

The Library school responsible for the programme of library education shall be an integral part of the parent institution and shall be assured of status and continuing financial support sufficient to carry out the programme in accordance with these standards.

The programme shall be administered by an executive officer empowered by the institution with sufficient authority to accomplish the objectives herein outlined.

The executive officer shall have qualifications similar to those required of the faculty and competence necessary to fulfill the additional responsibilities of his office. His academic status and title shall be appropriate to his position as judged in relation to the organization of faculty in the institution.

Faculty

The faculty shall be adequate in number, authority and competence to determine and to carry out a programme designed to achieve the objectives stated in these standards and other objectives of the library school.

The instructional programme must be the responsibility of a corps of full-time faculty sufficient in number to provide stability and continuity of instruction, to carry the major portion of the teaching load and to represent a variety of competencies.

Library Facilities and Services

Adequate library facilities and services shall be provided. The character and organization of the library of the institution, the special collections for the library school, and other local library resources, will be judged in relation to the curriculum offered [21].

The report resulting from the visiting committee contains a detailed analysis of the school's status in relation to the stipulated standards.

Even after accreditation a re-assessment of each accredited school has been customary, at an interval of ten years. But, since 1968, a continuing review has been adopted which takes place every year. An official reporting form designed for this purpose requires information with regard to significant changes that took place during the year; school's relation to its parent institution; curriculum; admission requirements; degrees; quarters and equipment; library facilities and services [22]. The report also requires information on new faculty members, budget, major faculty research and publications and outstanding honours received by the library school faculty, workshops and institutes sponsored by the school, and major changes under consideration.

Latin America: The rapid change in the library scene of Latin America has also increased the number of library schools in the area. There are thirty-nine schools of varying quality in the region [23]. The three roundtables on the pre-service and in-service training of librarians organized by the Inter-American Library School at Medellin, during the period 1963-65, through a subsidy provided by the Rockefeller Foundation, brought about the formulation of a set of minimum standards for library education in Latin America [24]. Although the standards are qualitative yet they are elaborate enough to explain various details of professional education in librarianship to the university administrators who are not fully aware of the requirements of professional librarianship in the area [25].

Broadly stated, the Latin American standards suggest that the library schools should be part of a university system; entrance requirements should be the same as that of any university course; the titles of the degrees
offered should be the Licenciado en Bibliotecología (Bachelor in Library Science) and in the future when the condition demands a doctorate in library science; the teaching methods should include group discussion, case study, seminar besides the lecture method with increased use of audio-visual materials; theoretical instruction should be combined with practice work and visits to libraries; the students should possess an ample reading ability in English; the qualifications of library school teacher should be identical to the teachers in other schools and should include good general pedagogical training; the teaching staff should be employed on a part-time basis; a full-time professor should not teach more than 12 class contact hours a week to permit him to undertake research in librarianship; professors should be assisted by instructors and clerical assistants; the minimum number of full-time professors should be three including the director of the school.

The other standards require adequate provision of space for classroom, offices and faculty; budget allocation necessary to run the school on lines identical to other schools in the university; minimum collection of 2,000 monographic titles and complete runs of 40 periodical titles; one professional librarian and one assistant on the staff of a library school library; seating capacities for 25 per cent of the students in the library school's library.

The standards dealing with study plans prescribe 1,800 hours of class work plus practical and individual work spread over a period of three years. The curriculum includes 420 hours of general education; 1,020 hours of basic professional course, such as, introduction to librarianship (60 hours); introduction to library techniques (30 hours); history of books and libraries (60 hours); library administration (120 hours); book selection (45 hours); classification and cataloguing (300 hours); reference work (120 hours); bibliography (150 hours); readers and libraries (45 hours); research methodology (30 hours); and documentation (60 hours). The standards further prescribe that two elective subjects should cover 120 hours; while specialized courses and seminars should include four more courses of at least 60 hours each at an advanced level. The latter group includes special Problems of Different Types of Libraries, Advanced Studies in Administration, Advanced Studies in Cataloguing and Classification, Advanced Studies in Bibliography, Advanced Studies in History of Books and Libraries, Advanced Studies in Documentation, Planning of Library Services, Comparative Librarianship, Pathology of the Book, Teaching of Library Service, Periodicals and Serials.

However, lacking the necessary mechanism to enforce them the standards have not received a wider application as is evident from the Luis Floren's appraisal of library education in Latin America [26].

But a movement has set in Latin America which according to Maria Teresa Sanz resulted into still wider aspirations than reflected in the standards. She says, "Since then [after the formulation of standards] many schools have gone beyond these requirements [as prescribed by the standards] and their wider aspirations are expressed in the recommendations of a committee of librarians appointed by the Federal Council [on Education in Brazil] to study norms for post-graduate courses leading to a Master's or Doctor's degree" [27]. In Brazil, the Public Law of 1962, restricts the practice of Bachelor in Library Science from an officially approved school; those holding foreign diplomas are required their evaluation under this law [28].

Proposed Standards

It is evident from the above discussion that qualitative rather than quantitative standards are generally found; those adopted by the South African Library Association also fall under the category of qualitative standards [29]. According to Leon Carnovsky, ".., even as early as 1933 [in the United States], the strictly quantitative criteria--so many library volumes, so many faculty members, so many credits--were deemphasized or omitted in preference to the qualitative, if more vague in exact standards [30].

Based on the experiences of the countries discussed above, it would seem that similar type of standards (i.e., qualitative) should prove all the more useful in Burma, Ceylon, India and Pakistan where existing practices in library education vary greatly among them. This difference in practices render a workable generalization difficult to base quantitative standards thereon. The measuring rod type of standards (i.e., quantitative) on the other hand are likely to negate the very purpose for which
they are proposed— to improve the existing library education facilities— in countries like Burma, where a post-Bachelor's programme in library science is still a dream. The lack of public support for such a programme in Burma would make even more difficult to establish it under quantitative standards. The qualitative standards nonetheless are not permissive enough to cover sub-standards under their shield and at the same time would not prohibit such pioneering ventures as at Lahore and Madras. And it is because of these early programmes that the establishment of full-time schools as at Madras, Delhi, and DRTC was possible.

For these reasons, the standards proposed below for the four countries are qualitative rather than quantitative. Even qualitative standards may be of two types. Those aiming at ideal goals might be purely theoretical and consequently might well be out of touch with reality. The other type of standards, conversely, might aspire to the highest attainable goals within the context of limitations in specific situations.

The earliest American standards have been called "down-to-earth" [31] since they too were based not on idealism but the existing situations under which they were formulated. But even such "down-to-earth" standards greatly contributed to the setting of the stage for the present standards (adopted in 1951).

The present standards for the four countries developed in this study are based on the existing limitations and practices of the library schools in the area, as revealed in the study. Within these limitations, the proposed standards set the highest attainable goals. Even though such goals may not seem high enough, from a theoretical point of view, they are formulated in the belief that they would bring about the improvement necessary to set forth higher goals.

Standards

1. **Place of Schools in University Setting**

   The library school shall be an integral part of a university and shall enjoy the same status and support, both academically and financially, as do other teaching departments or schools in the university system. It shall be separate from the university library with its own administrative head of the department. The teaching staff shall hold academic ranks and enjoy similar privileges that are available to their counterparts in comparable teaching departments and schools.

   The school shall be a full-time teaching department offering courses in the day-time. The school's status shall be such to guarantee sufficient independence for separate staffing and for membership on regular academic committees [32].

2. **Levels of Library Education**

   The levels of library education within a university shall consist of:

   1. A one academic year Bachelor's degree in Lib. Sc.
   2. A one academic year Master's degree in Lib. Sc.
   3. A Ph. D. in Lib. Sc., where the condition demands.

   The Bachelor's degree course in Lib. Sc. shall be open to those holding a Bachelor's degree in any other area and shall aim at preparing librarians for beginning professional positions. The Master's degree course in Lib. Sc., on the other hand, shall be open to those already holding a Bachelor's degree in Library Science with at least one year's field experience after their first professional degree.

3. **Financial Status**

   The school shall have a separate budget of its own including financial provisions adequate to maintain standards set out herein.

   Such provision shall also include necessary funds for teaching aids, research and publications, library materials, faculty travel and student scholarships and fellowships commensurate with the types of programmes offered by the schools. The adequacy of the budget shall be judged in relation to the budgets of those schools offering comparable programmes. The adequacy of the salaries of the staff including the executive officer shall be judged in relation to those of the teachers of comparable qualifications and competencies in other departments of the university. A new programme shall provide for capital expenditure adequate to build up a base collection of books, teaching aids, and other necessary equipment.
4 Faculty

The faculty shall be adequate in number and competency to teach the types of courses being offered at the school.

Primarily the teaching shall be the responsibility of full-time faculty; at the same time, part-time teachers shall be employed to teach special courses but they may not carry a full teaching load. The minimum number of both full-time and part-time faculty shall depend upon (1) the size of enrolment; (2) the number and nature of specialized courses; (3) the number and nature of elective and required courses.

The teacher-student ratio shall not be more than 1:15 in a school offering a Bachelor’s course, and not more than 1:10 in other offering a Master’s course. The maintenance of this ratio is necessary to permit supervisory and tutorial work of acceptable quality and individual research by the faculty members.

The selection of faculty shall rest upon academic qualifications and competency in professional subjects. The research publications and experience in professional field shall also be guiding factors in their selection. The teachers shall receive salary and hold rank comparable to their counterparts in other departments.

5 Administration

The head of the school shall be a full-time executive officer with both administrative and teaching responsibility. He shall hold the rank of a professor or reader depending upon the size and nature of the programmes. There shall be necessary administrative and clerical staff to assist the head and faculty members in carrying out their administrative duties.

The demand of library training at the beginning level (B. Lib. Sc.) is such that it may not be possible to secure competent persons to direct all the schools, for some time to come. In such situations alone a school offering Bachelor’s course in Library Science shall be temporarily placed under the university librarian. But a full-time deputy head shall be appointed to assist the university librarian in discharge of his school duties. This, in no case, shall, however, apply to schools offering advanced programmes.

6 Curriculum

The curriculum at the Bachelor’s level shall include the basic courses in librarianship, such as, Introduction to Librarianship (including history of books and libraries), Classification, Cataloguing, Bibliography, Book Selection, Reference Service, Library Organization and Administration, and Documentation. The number of such courses shall not exceed six, each consisting of 3-4 lessons of one hour duration in a week. There shall be a balanced curriculum without undue emphasis on certain areas.

The basic programme at this level of training shall place emphasis on fundamental principles and processes common to all types of libraries and all phases of library services and aim at promoting appreciation of books and libraries.

The Master’s level shall serve as an intermediary stage for research and shall encourage use of seminars and discussion methods in its teaching.

Non-professional courses, such as General Knowledge, Current Affairs shall not form part of the curriculum at Bachelor’s level. Specialization shall not be introduced at this stage but shall be taught at Master’s level.

(For school and college libraries, however, some courses shall be offered at this stage if the situation so demands).

7 Requirements for Admission

The school shall prescribe efficient selection procedures to ensure that applicants possess necessary interest in books and libraries. Admission to Bachelor’s Course in Library Science shall be open to those possessing a Bachelor’s degree in liberal arts, humanities, or sciences with at least a good second class.

Those applying for Master’s course in Library Science shall possess at least a good second class in B. Lib. Sc. and one year’s experience of library work in a sizeable library.

Admission to the Bachelor’s programme shall be subject to a test to judge the degree of interest of the candidates in books, and libraries.
High professional calibre and intellectual capacity shall be looked for in those applying for advanced courses. The number of students at this level shall be determined on the size of faculty and physical facilities necessary for advanced work.

8 Physical Facilities

Suitable and adequate quarters shall be available, for classrooms, practice work, colloquium, administration. There shall be enough classrooms to hold simultaneous classes based on the size of enrolment and number of courses being offered. Each full-time faculty member shall have separate office room.

The school quarters shall be separate of the university library but shall be at a distance from it reasonably convenient to the students.

9 Equipment and Teaching Aids

Facilities shall be available in the school for duplicating purposes. Audio-visual materials shall be available for use in classroom instruction.

If audio-visual aids are not available in the school, the school shall have access to such materials through regional or national centres.

10 Library Resources

Library science resources are as important for teaching of librarianship as are laboratories for sciences. The school, therefore, shall have access to an adequate and well-organized collection on library science to serve as a living example of organization and services to the prospective librarians. Although not complete historically, such a collection shall consist of important monographic publications, preferably in English, published since World War II.

It is not necessary, although preferable, to maintain a separate library of the library school. But it is important that such a collection shall have adequate space for shelving. It is also important that the area where that collection is housed shall have enough quarters to provide adequate individual carrels and reading tables to accommodate at least 25 percent of library science students at one time.

A library science collection for a Bachelor's programme shall have a stock of at least 2,500 volumes. For Master's programme there shall be at least a basic collection of 5,000 volumes of monographs and bound serials issued since World War II. The periodical resources shall include important periodicals published throughout the world besides those published in the region. Those schools offering advanced programmes shall subscribe to 50 to 100 current periodicals and also maintain back files of carefully selected titles.

Ph.D. Programmes

Although the present study reveals that both India and Pakistan are ill-equipped at present for respectable Ph.D. programmes and that there is a general agreement among the experts that such a training would be more advantageous if it was pursued in a foreign country, yet there are three schools (Andhra, Delhi and Karachi) which have already enrolled students for such programmes. Standards, proposed above, however, do not deal with Ph.D. programmes. It is, therefore, desirable to provide at least some guidelines for such programmes. To start with, a strong faculty possessing a sound research experience, should be available to guide the students. Part-time teachers should not have any place in such programmes, since they would not be able to give as much guidance as is required for Ph.D. programmes. Admission to these programmes should be open to high calibre students, possessing sufficient field experience, and capabilities of research. Those selected should be required to take a non-credit course in research methodology. And above all, there should be a well-rounded research collection consisting of between 5,000 and 10,000 volumes of monographic publications and serials. The periodical holdings of back files of important journals should be sufficiently strong and subscription to current periodicals should include all the titles, commonly listed in the Library Literature and Library and Information Science Abstracts with possible exceptions of American State Library Association journals.
REFERENCES AND NOTES


[13] Ibid.


[19] The first report of the Board of Education for Librarianship suggested approval of four types of programmes; Type I: a junior undergraduate programme requiring a single year of college for admission; Type II: a senior undergraduate programme requiring three years of a college for admission; Type III: a graduate programme with an undergraduate degree for admission; Type IV: an advanced graduate programme leading to the degrees of A.M. or Ph. D. The programme as it developed after 1933, recognised only three types; Type I: consisting of such schools which require at least a bachelor's degree for admission and/or which give advanced professional training beyond the first year; Type II: consisting of such schools which give only the first full academic year of library training, requiring four years of appropriate college work for admission; Type III: consisting of such schools which give only one year's training but not requiring four years of college work for admission. Since 1951, only fifth year programmes are recognized. (See Carnovsky, "Evaluation and Accredita-


[22] American Library Association, Committee on Accreditation, Memorandum to accredited library schools, September 13, 1968.


[31] Ibid., p. 134.

[32] The standards are in italics. The explanatory notes following it represent interpretation of the standards themselves.