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**PROJECT TECHNIQUE IN TEACHING LIBRARY SCIENCE.**  
(Teaching in library science. 11).

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Shows the helpfulness of the Project Technique in teaching Library Science. Enumerates the objectives of adopting such a technique. Lays down the criteria for the choice of the subject for a project. Describes the work on short-term project on the 'Survey of Names-of-person in Indian Cultural Groups' as an example.

**1 INTRODUCTION**

The course leading to the B Lib Sc degree is not merely to pass on to the student some knowledge of routines of library work and service. Such knowledge is necessary but not sufficient to fit the student to the life-situations to be faced by the librarian in a busy library. This is all the more true in the fast changing document-context and social-context of library service as it obtains today. The practising librarian should be capable of finding solution to as many of the problems that arise in his day-to-day work as possible, and also continuously improve upon the tools and techniques that he uses. Here his intellectual and creative ability comes into play in good measure. The student of library science should therefore be given opportunities during the training period to nurture and exercise his creative ability.

**2 PROJECT TECHNIQUE**

A helpful technique that the teacher can adopt for this purpose is the Project Technique. The objectives of assigning work on a project are to

- 1 Enable the student to bring to bear on the task assigned constructive thought and action;
- 2 Provide opportunity for co-operative team-work among the students, wherever possible; and
- 3 Develop in the student top management capabilities, such as planning, organising, co-ordinating, and controlling.

**21 KINDS OF PROJECTS**

Projects are of two kinds

- 1 Long-term; and

**2 Short-term.**

This paper describes a Short-Term Project actually done by students.

**3 CHOICE OF SUBJECT**

The subject of the project should preferably admit of co-operative participation of all the students and one that can be learnt better by doing the project than through the other techniques of teaching. Or, at least it should enable the student to supplement or experience in practice what he has learnt about it by reading, or in the class. The approximate time involved in completing the project should also be taken into account. It should be a project that can be completed before the course is over.

This paper describes a Short-Term Project that can be done by students of the B Lib Sc course.

**4 NAME-OF-PERSON PROJECT**

In cataloguing, special attention should be paid to a Name-of-Person in regard to its choice and rendering. A Name-of-Person occurs in many of the entries of a catalogue. It occurs in the Heading Section of entries; it may also occur in the Title Sections. The variety of ways in which a Name-of-Person can occur increases the frequency of its occurrence in entries. Several features of a Name-of-Person creates problems in cataloguing. Lectures on and reading about the Names-of-Person does not give the student an intimate knowledge of the problems involved. It is desirable to provide him an opportunity to examine for himself a large variety of Names-of-Person. The principles for the choice and the rendering of a Name-of-Person will become realistic and purposive to the student if he himself senses the problems. This can be conveniently achieved through a Project done during the training period.

**41 NAME-OF-PERSON IN INDIAN CULTURAL GROUPS**

It is convenient to restrict the Name-of-Person to Indian cultural groups. For,

1 The students in our library schools are likely to be more familiar with such names;

2 The students are likely to be concerned with such names in their work in the libraries after the course; and

3 The variety of Names-of-Persons in Indian cultural groups is sufficiently large to provide work for a co-operative project.

## 5 ORGANISATION OF THE PROJECT

## 51 GENERAL

- 1 All the students should participate in the project.
- 2 The project should be done with the guidance of the teacher, the guidance being given mostly in the tutorial hours.
- 3 The project work should be taken after the formal classes on the subject are over. In other words, the subject for the project should preferably arise out of discussions in the class hours and/or the tutorial hours.

## 52 PLAN OF WORK

- 1 A plan of work should be first drawn up by mutual discussion between the students and the teacher.
- 2 One of the students should be appointed the Co-ordinator of the project and his responsibilities spelt out.
- 3 Names-of-Person in as many Indian cultural groups as possible should be surveyed. It is preferable to assign a student to survey the cultural group to which he belongs or with which he is familiar. A student may survey more than one cultural group.
- 4 The source from which the information about Name-of-Person is to be collected should be decided upon. For the reason, that
  - 41 The librarian would be largely concerned with Name-of-Person occurring on the title page of documents;
  - 42 It may be difficult for the student to examine all sources of Names-of-Persons during the training period; and
  - 43 He may confine his survey to the Names-of-Person occurring on title pages of books.
- 5 The items of information to be recorded about each Name-of-Person should be enumerated. For example, certain features of the name create problems in cataloguing and therefore information about them should be recorded.
  - 51 Such features of a Name-of-Person are
    - 1 Number of words in it;
    - 2 Grammatical nature of the words — proper noun, common noun, auxiliary word such as an article, preposition, and adjective;
    - 3 Function of each word in respect of the denotation of the Name-of-Person — say, attributes of the person — such as, academic, civil, military, ritualistic, or other distinction — profession of the person, denomination by caste, creed, or religion, and auxiliary words — removable or irremovable;
    - 4 Sequence of the words;
    - 5 Relative potency of each of the words in the name from the point of view of alphabetical arrangement;

6 Complexity of structure, such as compound name and name of married woman; and

7 Problems due to cultural impact.

6 The method for recording the information about each name should be decided upon.

The following are specimen headings for different tables for such record:

TABLE 1. NUMBER OF WORDS

Cultural Group:

Total number of names surveyed:

N of words in the Name	N of Names in the Sample	Percentage of Total
1	2	3

One word

Two words

Three words

Four words etc

*Note.*—The following criteria have been used in deciding the number of words in the Name-of-Person:

1

2

3

TABLE 2. NATURE OF WORDS

Cultural Group:

Total number of names surveyed:

Kind of Name	N of		
	Proper Noun	Common Noun	Auxiliary
1	2	3	4

Two-worded

Three-worded

Four-worded etc

*Note.*—The following criteria have been used in deciding the grammatical nature of words in the Name-of-Person

1

2

3

[The teacher should help the student to prepare tables on similar lines for recording the other items of information]

7 Through discussion the criteria for determining the number of words, grammatical nature of each word, and the function of each word in the Name-of-Person should be decided upon.

8 To ensure smooth progress of the work, each student should first collect a sample of about 25 names in the cultural group to be studied by him. With this sample, the teacher should help the student to use the criteria established and give him guidance in regard to recording the data in the proforma.

9 The target date for completion of each piece of work should be established.

[Here, the experience of the teacher is necessary for guiding the students]

10 The daily routine of the work to be done on the project should be drawn up.

11 Each student should be given an instruction sheet indicating the routine to be followed.

12 The kind of diary to be maintained for each piece of work should be drawn up.

#### 6 CO-ORDINATION

A report on the findings about the Names-of-Persons in a cultural group should be submitted by each student. The tabulated data will be included in the report at the appropriate places. The report should be preferably modelled according to a predetermined standard, such as, Chapter HA 'Name-of-Person', of the *Classified catalogue code*.

The teacher should examine each report with the student. He should also examine the diary of the student in the tutorial hour of each week.

The Co-ordinator should arrange to circulate among the students a copy of each report, after it has been checked by the teacher. He should then prepare a consolidated report of the findings about the Name-of-Person in each cultural group. After this is checked by the teacher, a copy should be made available to each student.