

EDUCATION AND EDUCATIONAL INSTITUTIONS FOR PROFESSIONS (TECHNICAL NOTE 15)

1 Education : Definition

The word 'Education' is commonly used to denote the purposeful teaching and learning provided in a formal institution. It is usual to recognize two classes of dominant purposes. These two purposes are implied in the two terms "General and liberal education" and "Vocational, technical and professional education." This distinction of the dominant purposes is sufficiently sharp.

11 GENERAL EDUCATION : PURPOSE

The dominant purpose of general and liberal education is to help the student to develop his physical, mental and spiritual capacities and to fit him to his society as a well informed citizen with ethical and personal qualities of an accepted standard. Usually a course for this purpose of education includes fundamental mathematical, physical and biological sciences, the humanities, and the fundamental social sciences.

12 VOCATIONAL EDUCATION : PURPOSE

The dominant purpose of vocational, technical and professional education is to fit a person with competence to practice a vocation or a profession. There are courses of various standards for the professions such as for Engineering, Technology, Mining, Agriculture, Animal Husbandry, Medicine, each of the diverse Useful Arts, Fine Arts, Theology, Teaching, Management and Law.

13 A WARNING

The term 'dominant' qualifying purpose in each of the three preceding sections should be given full weight. For, liberal education in the abstract is impracticable. Liberal education will have to centre round some of the subjects mentioned in sec 11. If liberal education is carried to a sufficiently advanced degree as in a University, the educand becomes competent in the profession indicated by the fundamental science or humanity in relation to which he has been receiving liberal education. In fact we speak of mathematical pro-

profession, literary profession and the profession of economists. Perhaps, we may call these professions 'Liberal professions. All the same they are professions. All the same they are inseparable from professional education in such fundamental subjects.

Similarly education for any of the conventional professions such as Engineering, Medicine, and Law, cannot but carry with it something of general and liberal education. All the same, viewed from the angle of the users of educational literature it is necessary to distinguish between liberal education and professional education. It is this fact that raises the problem discussed in the following section.

2 Problem

The problem for consideration is as follows :

- 1 Are general and liberal education on the one hand, and each professional education on the other hand to be accommodated in the (MC) Education ; or
- 2 General and liberal education alone be accommodated in that class, and the education for each profession be included in the (BC) or host class covering the profession.

3 Choice Between Alternatives

31 FINDINGS OF THE IDEA PLANE

To decide between these two alternatives, we have to invoke the aid of the Laws of Library Science. The Second Law—Every reader his book—and the Third Law—Every book its reader—, are the Laws relevant to this problem.

These Laws have much to say in support of the second alternative, with the proviso that any general treatment of the methods of teaching and learning are to be included in the (MC) T.

32 IMPLEMENTATION IN NOTATIONAL PLANE

CC has provision to implement in the (NP) the above decision in the (IP). As already stated, the schedules of (MC) T will take care of any document in general and liberal education and the general treatment of the methods of teaching and learning.

A document on vocational or professional education will go with the class holding the documents on the subject of the vocation or profession concerned. Thus, documents on professional education will stand scattered among diverse professional subjects.

4 (ECI) t Education

The (ECI) ' Education ' will be applicable to all documents dealing with the education for the particular profession. This isolate will admit of subdivision on the basis of all the schedules provided in chapter (MC) T.

5 Examples

Here are some examples:

Example A : ENGINEERING

- A1 D:2 Lower engineering education
- A2 D:2:2 Curriculum for lower engineering

A3 D:2:3 Teaching lower engineering

A4 D:2:3(B),98 Discussion method of teaching mathematics in lower engineering.

A5 D:2:3(D6) Teaching of mechanical engineering in lower engineering courses.

Note 1.—Ex 5 indicates preference of the number given instead of D6 : t2 : 3. This implies the principle that the host class should not be made too minute. The criterion to decide the degree of intension of the host class to be used needs investigation. It is conjectured that this intension will change with time depending upon the degree of specialisation reached.

2.—In the (NP) it is for investigation whether a saving can be effected and will be worthwhile by omitting the host class number whenever the curriculum or teaching educational measurement relates to the host class or a subdivision of it and not to any other subject falling outside the host class.

Example B : DAIRYING

B1 KX31:45 Post graduate course in dairying

B2 KX31:45:5 Examination in postgraduate dairying

B3 KX31:45:82 Admission to postgraduate course in dairying

6 Educational Institution

In the forthcoming ed 7 of CC, the (PCI) number for Educational Institution is changed to *t* from *e* in conformity with the demand of Scheduled Mnemonics in preference to Verbal Mnemonics which do not apply here since Education is not an international term used in all languages. We get the following examples on that basis.

Example C : MEDICINE

C1 L.211,41 Survey of medical colleges in Madras

C2 L.211,41,9M35 Madras Medical College.

Note :—The college was founded in (1835)

C3 L.211,41,9M35.3 Managing Council of the Madras Medical College.

Note : The problem raised in example A3 demands solution in these cases also.

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