Chapter

CHANGING ROLE OF SCHOOL LIBRARIES.

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Chapter - C

CHANGING ROLE OF SCHOOL LIBRARIES

C.1 Introduction

Libraries are part of our nation’s information infrastructure and librarians are its navigators to help. In the present scenario of information explosion all over the world, libraries have major role to play. In the context of school libraries, the basic purpose is to make books and other reading material available to teachers and students.

The school library is a part and parcel of a school set up. It is a social institution where knowledge is acquired, processed and disseminated to the users in such a way that right information reaches the right users at right time. It plays a very important role in helping the educational system to achieve its goal.

The methodology of teaching is rapidly changing in the age of Science and Technology. These days stress is being given to vocational education, self-study and learning. Therefore, the role
of school libraries has been changed. In present scenario school libraries should act as learning laboratory for school students by providing them a variety of instructional material essential for optimum support of the educational programme. It should provide an opportunity to students to work with ideas intelligently. In addition to educational material, the school libraries provide literature for character building and recreation. The aim is to enable a school to achieve its goal of educational excellence. In other words without having a school library no one can expect improvement in school education. The school library should act as an academic laboratory for school students and a school librarian must act as a guide for the students.

The changing role of school libraries in the present scenario indicates that the library, being a social institution, is set up by the society to serve the ends. A school library is often considered as a routine requirement, without recognizing its importance in learning process and in the promotion of reading habits among the school children.

Ministry of Education, Govt. of India, issued a document entitled "Challenge of Education: A policy prospective" in 1985 to form "a
basis for a national-wide debate which could facilitate the formulation of new education policy” As a result of debate, Government of India announced new education policy in 1986. According to it “The availability of books at low prices is indispensable for people's education. Efforts will be made to secure easy accessibility to books for segments of the population. Measures will be taken to improve the quality of books, promote the reading habit and encourage creative writing and good translations of foreign books into Indian language.”

J. Lieth Wilson, an eminent educationist of British India, had very clearly put forth the meaning and potentialities of a school library in India, as under:

"A School library means for the child a New World of spiritual-cultural adventure; it means for the teacher untold increase in the resources and power; it means for the school a new atmosphere of learning, a new vision of intellectual things; it means, for the home, elements of common interest and the development of habit of reading for its aesthetic value alone; it means, for the public library a growing clientele of intelligent patrons, for unless the habit of reading is inculcated in the child
at school, there would be little or no demand on the part of the
adult for a public library."

In the words of Dr. S.R. Ranganathan, "The result of modern- re-
thinking on education is to make the library the heart of the
school radiates and by which it all gets irradiated."

National Policy of Education (NPE) of 1986 and 1992 and their
Programme of Action have given a great deal of importance to
School libraries. It was realized that childrens' libraries form one
of the essential ingredients for the release of the child's
intellectual curiosity and foundation for building into the adult
tomorrow, the habit of reading and thereby equipping him with
the key to the ever expanding frontiers of knowledge. It is
mentioned that special attention will be paid to the production of
quality books for children, including textbooks and workbooks.

Together with the development of books, a nation-wide movement
for the improvement of existing libraries and the establishment of
new ones will be taken up. Provision will be made in all
education institutions for library facilities and status of librarians
improved.
C.1.1 **Present Position of School Libraries**

According to Sixth All India Educational Survey, 1993-97(11) conducted by NCERT the position of school libraries in India is as follows:

<table>
<thead>
<tr>
<th>Stages</th>
<th>Management</th>
<th>Total No. of Schools.</th>
<th>Schools having Libraries</th>
<th>Percentage of Schools having Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Government</td>
<td>254606</td>
<td>113912</td>
<td>44.74</td>
</tr>
<tr>
<td></td>
<td>Local body</td>
<td>270806</td>
<td>99873</td>
<td>36.88</td>
</tr>
<tr>
<td></td>
<td>Private-aided</td>
<td>21557</td>
<td>10625</td>
<td>49.29</td>
</tr>
<tr>
<td></td>
<td>Private-unaided</td>
<td>23486</td>
<td>6752</td>
<td>28.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>570455</strong></td>
<td><strong>231162</strong></td>
<td><strong>40.52</strong></td>
</tr>
<tr>
<td>Upper Primary</td>
<td>Government</td>
<td>74797</td>
<td>47336</td>
<td>63.29</td>
</tr>
<tr>
<td></td>
<td>Local body</td>
<td>54556</td>
<td>26183</td>
<td>47.99</td>
</tr>
<tr>
<td></td>
<td>Private-aided</td>
<td>15520</td>
<td>11273</td>
<td>72.64</td>
</tr>
<tr>
<td></td>
<td>Private-unaided</td>
<td>17933</td>
<td>12948</td>
<td>72.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>162805</strong></td>
<td><strong>97740</strong></td>
<td><strong>60.04</strong></td>
</tr>
<tr>
<td>Secondary</td>
<td>Government</td>
<td>24559</td>
<td>19115</td>
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<td></td>
<td>Local body</td>
<td>7401</td>
<td>5301</td>
<td>71.63</td>
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<tr>
<td></td>
<td>Private-aided</td>
<td>23060</td>
<td>19701</td>
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</tr>
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<td></td>
<td>Private-unaided</td>
<td>10544</td>
<td>8763</td>
<td>83.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>65564</strong></td>
<td><strong>52880</strong></td>
<td><strong>80.65</strong></td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>Government</td>
<td>Local body</td>
<td>Private-aided</td>
<td>Private-unaided</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>---------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>9136</td>
<td>889</td>
<td>10646</td>
<td>2991</td>
</tr>
<tr>
<td></td>
<td>8017</td>
<td>773</td>
<td>9865</td>
<td>2691</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23662</strong></td>
<td><strong>21346</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that the corresponding percentage of school libraries also goes up as the stages of school goes up, i.e. primary it is 40.52%, Upper primary 60.04%, Secondary 80.65%, Higher Secondary 90.21%.

Though we find that the number of school libraries at secondary and senior-stage is sufficiently high, yet we find that trained librarians are not manning them and the position is almost the same as was described by Mudaliar in his report. According to sixth All India Educational Survey, 1993-97 (12) conducted by NCERT the position of librarians in secondary and higher secondary schools in India is as follows:
Table No. T-12

State-wise position of Secondary & Sr. Secondary Schools having Librarians in India.

<table>
<thead>
<tr>
<th>S No.</th>
<th>State/ U.T.</th>
<th>Total No. of Schools</th>
<th>Schools having Librarians</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Trained</td>
<td>Untrained</td>
</tr>
<tr>
<td>1</td>
<td>ANDHRA PRADESH</td>
<td>8251</td>
<td>872</td>
<td>623</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>ARUNACHAL PRADESH</td>
<td>140</td>
<td>34</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>ASSAM</td>
<td>3509</td>
<td>32</td>
<td>92</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>BIHAR</td>
<td>4539</td>
<td>193</td>
<td>207</td>
<td>41</td>
</tr>
<tr>
<td>5</td>
<td>GOA</td>
<td>389</td>
<td>66</td>
<td>29</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>GUJARAT</td>
<td>5603</td>
<td>1153</td>
<td>37</td>
<td>22</td>
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<tr>
<td>7</td>
<td>HARYANA</td>
<td>2711</td>
<td>181</td>
<td>44</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>HIMACHAL PRADESH</td>
<td>1266</td>
<td>152</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>JAMMU &amp; KASHMIR</td>
<td>1281</td>
<td>242</td>
<td>198</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>KARNATAKA</td>
<td>6256</td>
<td>618</td>
<td>207</td>
<td>154</td>
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<tr>
<td>11</td>
<td>KERALA</td>
<td>2481</td>
<td>72</td>
<td>96</td>
<td>74</td>
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<tr>
<td>12</td>
<td>MADHYA PRADESH</td>
<td>5684</td>
<td>378</td>
<td>376</td>
<td>51</td>
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<tr>
<td>13</td>
<td>MAHARASHTRA</td>
<td>12209</td>
<td>993</td>
<td>170</td>
<td>612</td>
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<tr>
<td>14</td>
<td>MANIPUR</td>
<td>507</td>
<td>21</td>
<td>36</td>
<td>7</td>
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<tr>
<td>15</td>
<td>MEGHALAYA</td>
<td>418</td>
<td>9</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>MIJORAM</td>
<td>253</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>17</td>
<td>NAGALAND</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>18</td>
<td>ORISSA</td>
<td>5693</td>
<td>231</td>
<td>432</td>
<td>67</td>
</tr>
<tr>
<td>State</td>
<td>Total Schools</td>
<td>Total Library Staff</td>
<td>Total Library Books</td>
<td>Total Library Students</td>
<td>Total Librarians</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>PUNJAB</td>
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<td>35</td>
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<td>29</td>
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<td>RAJASTHAN</td>
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<td>42</td>
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<td>SIKKIM</td>
<td>89</td>
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<td>25</td>
<td>0</td>
<td>3</td>
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<tr>
<td>TAMIL NADU</td>
<td>5635</td>
<td>274</td>
<td>314</td>
<td>52</td>
<td>464</td>
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<tr>
<td>TRIPURA</td>
<td>489</td>
<td>22</td>
<td>5</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>UTTAR PRADESH</td>
<td>6844</td>
<td>1039</td>
<td>1156</td>
<td>219</td>
<td>347</td>
</tr>
<tr>
<td>WEST BENGAL</td>
<td>5852</td>
<td>730</td>
<td>151</td>
<td>31</td>
<td>160</td>
</tr>
<tr>
<td>A. &amp; N. ISLANDS</td>
<td>72</td>
<td>65</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CHANDIGARH</td>
<td>111</td>
<td>63</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>D &amp; N HAILEI</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DAMAN &amp; DIU</td>
<td>31</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DELHI</td>
<td>1236</td>
<td>1086</td>
<td>20</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>LAKSHDWEEP</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PONDICHERY</td>
<td>130</td>
<td>76</td>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>INDIA</td>
<td>89226</td>
<td>12372</td>
<td>4416</td>
<td>1573</td>
<td>5050</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.87</td>
<td>4.95</td>
<td>1.76</td>
<td>5.66</td>
</tr>
</tbody>
</table>

The present position of school libraries is very poor in India. The Sixth All India Education Survey of N.C.E.R.T. reveals that school libraries in India are not receiving due attention in school education system. There are 89226 total Secondary & Sr. Secondary Schools in India having full time 12372 librarians. There is only 13.87% of Secondary & Sr. Secondary School having full time librarians where as the corresponding percentage of Secondary & Sr. Secondary is 92.21%. This figure reflects that school libraries in the system of school education are being neglected. Their resources in terms of accommodation, reading material and staff are very inadequate in relation to the demand. In the system of school education the libraries receive the lowest
priority. The survey also shows that the position of school libraries is worse in the rural areas in comparison to urban areas. There is an urgent need for improvement in school libraries in India. There are a few schools have a single room library without proper library furniture.

There is shortage of juvenile literature in Hindi, and regional languages. Moreover, the present system of acquisition of reading material in the school library is defective. In the libraries of Government and Government Aided school situated in N.C.T. of Delhi, the lists of approved books are sent to the schools by the authorities and the school librarians have to procure the books for their school libraries out of these approved lists. It has been observed that the books in the approved lists do not meet the need of the school students and teachers and therefore they remain unused.

Due to inadequate staff, school libraries have close Access system for students because there is always apprehension for loss of books, and in case of damages or loss of books the responsibility is fixed on the school librarian to the extent that he/she has to make the payment for the loss of books. Due to the high cost of
library processing tools i.e. Catalogue Code, Catalogue Cabinet and Classification Schemes and inadequate funds and insufficient staff in school libraries, the collection is lying unprocessed.

A large number of teachers do not find the necessity for school library, as their reading is confined to the single textbook. Teaching in the schools is dominated by close adherence to the prescribed textbooks. It is one of the overwhelming causes tending to delay in the provision of good libraries. In an advance country like U.S.A. this factor has been recognised as a potential cause limiting the provision and use of library resources in the schools.

It has been observed that the teachers, who come with the students in the library period, do not take interest in library periods and do not try to bring the books and students together. They are always seen busy in reading newspapers, magazines, chatting, with other colleagues and are doing some other work during the library period, because they presuppose this very period as their free/entertaining period, while on the other hand during the period, the librarians find themselves busy in issue

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and return of library books as each student of the school has only one library period in a week. Even some of the students don't know the purpose of having a library period. Generally, these library periods are also curtailed for games period or for teaching other subjects for hurriedly completing the syllabus.

There is lack of reading habits among school students. It has been observed that one of the main reasons for the lack of reading habits among children in these schools is inadequate collection in school libraries. The School librarians find themselves helpless due to financial constraints neglect from school authorities and lengthy procedures for purchasing books from the sanctioned budget. School librarians are generally considered less burdened in the eye of school authorities and most of the time school librarians are assigned other non-professional jobs and substitute for absent teachers.

C.2 Changes in School Education

In view of the changing philosophy of education and also in order to bring improvements in the system of education, Government of India appointed Education Commission (1964-66) under the
chairmanship of Prof. D.S. Kothari. On the basis of the Report of the Education Commission, the Government of India adopted a new Education Policy in 1968. Thus ten plus two (10+2) education system was introduced. It was hoped that this system would help relate educational objectives to life, needs and aspirations of our people. The attempt has been to make education meaningful and play an effective role in the growth and development of Indian society. The aim was to produce young men and women, who are deeply committed to the national development and service to the nation. The policy that was adopted in 1968 was imaginative and purposeful but the resources made available for educational reform were totally inadequate and the steps undertaken to implement the policy were half hearted. Therefore, it is not surprising that the desired improvement did not take place.

Progress of a country mainly depends upon the education of its citizens. Education can be of two types-formal and non-formal. Formal education is strictly oriented towards textbooks. But after 1966 the trend in the educational sphere has changed from the formal to non-formal one. The changed system of education has demanded a network of libraries, which play an important role in
moulding the character of the people of the country. For this purpose reading habit has to be created and encouraged among children in their early at age of life. In order to create this habit, every school must be provided with well-equipped library.

C.2.1. **Multi-Grade Teaching**

Multi-grade multilevel teaching is a universal problem. Most of the schools being 2 teacher and 3 teacher schools, the teaching and learning time available to the children becomes meagre and hence the children receive very limited and negligible amount of learning. The teachers also face a lot of problems in creating a continuous learning situation as well as classroom management. Hence, there is an important need for making teachers highly resourceful and capable of addressing the problems of multi-grade\multilevel teaching to provide each child a better learning environment, to promote an effective interaction between the children, teacher and parents and to facilitate more of learning time through self learning, peer group learning, and use of libraries.
C.2.2 **Integrated Education**

Education for children with mental handicaps has undergone significant changes. From segregated residential placement the momentum now has a swing towards integrated education placement. Researches indicate that children with mental handicaps show significant gains in social and academic skills if placed in integrated education environment.

Historically, the concept of integrated education was recognised in India in 1960's when the Kothari Commission recommended the need for integrated system. However, the Project on Integration Education (PIED) was launched by N.C.E.R.T. in 1987. In 1992 UNESCO Conference, a declaration was made urging all governments to adopt Principles of Integration as a matter of law or policy. The Government of India, in 1996 responded by introducing Disability Bill. Recently, DPEP (District Primary Education Programme) has introduced education as part of its policy.
C.2.3 Co-operative Learning

Co-operative learning is a method of promoting learning through student co-operation rather than competition. Essentially, students work together to seek solution to the problems instead of competing against one another. Through Co-operative learning, students develop more positive attitudes towards a subject area than they do through competitive learning.

In one classroom, where a large number of children have to be handled, children can be taught with the help of co-operative learning in which students help each other to learn.

In a typical co-operative learning system, students are divided into groups and work together to master an assignment lesson. Usually, students are tested individually on their mastering of the subject matter, but the rewards are based on group accomplishments.

Co-operative learning has been suggested as a technique for aiding in the mainstreaming of mild to severely handicapped students. The students identified as learning disabled and
emotionally disturbed often lack and social skills that are necessary for positive peer interaction. Co-operative learning provides an arena for observation of peers and development of pro-social skills as well as helping all students improve academically.

Co-operative learning methods can aid in making learning more beneficial to students, since the knowledge and experience of several students can be used. Co-operative learning groups can also promote the problem solving skills. Heterogeneous groups can help ensure that each student has understanding of the subject matter without taking valuable time teaching the less able students.

Co-operative learning is a method of effectively using students groups in a classroom. The primary elements involved in this technique are: Positive interdependence; or the feelings that individual goal attainment relies on the performance of all group members, individual accountability, face to face interaction with the peers, use of pro social skills and groups processing of a given academic task.
C.2.4 **Peer Tutoring**

When one student teaches another student, this is called peers tutoring. Peers’ tutoring is a method of offering individual instruction in the regular classroom by using peers (or Classmates) to teach target students. The student-teachers are the Tutor and the student being taught is the Tutee. The tutor helps the tutee learn, practice, or review an academic skill.

Researches show that both the tutor and the tutee are benefited through peer tutoring. The tutee is often able to learn more effectively from fellow student than from the teacher. The other advantages of peer tutoring are that the tutor models appropriate academic and non-academic behaviours of the tutee, and the relationship between the two students offer both opportunities to build social relationships within the classroom.

C.2.5 **Vocationalisation of Education**

A centrally sponsored scheme of vocationalisation of education at secondary level was started from Feb 1988. Under the scheme, financial assistance has been provided to state
government/Union Territory Administrations for introduction of vocational courses in schools at the +2 stage. It has many components including conduct of area vocational survey so that vocational courses to be introduced in selected institutions are need based, preparing curricula and course material, organising training of teachers, providing apprenticeship training and modification of recruitment rules to enable students from vocational stream to find employment in the organised sector.

In order to respond to the changing time, the National Policy on Education (NPE 1986) and its amended version of 1992 also spoke the importance of computer education as under:

“As computers have become important and ubiquitous tools, a minimum exposure to computers and a training in their use will form part of professional education. Programmes of computer literacy will be organised in a wide scale from the school stage.”*

C.3 **Library Cooperation & Resource Sharing**

Co-operation implies a partnership in which each participant has something useful to contribute as well as to receive from others
and there is willingness and ability to make available when needed.

A properly co-ordinated Library co-operation grid can help in improving library services and hence fulfilling five laws of library science.

Now a days, Library Co-operation does not imply only sharing of books but also sharing the library functions, expertise, staff, and technical and physical facilities.

The concept of Library co-operation is so old that its origin probably cannot be traced easily. There is a evidence that the library at Pergamum obtained reading materials from the library of Alexandria around 200 B.C.

C.4 Teaching Learning Process and Libraries

In recent years the dynamic method of teaching have been introduced in the school curriculum. Its aim is not merely imparting knowledge but also to inculcate desirable value, proper attitudes and habits of work in the students. In this way the duties of school librarian and school libraries have become
multifaceted. School library has to support the teaching and learning process in the school by providing audio-visual materials, reading guidance etc. to pupils.

Today, computer has revolutionised the modern education. The introduction of computer literacy programme has opened vistas in joining the libraries, pupil and teachers in one chord.

Libraries are part of our nation’s information infrastructure and Librarians are its navigators to help. In the present environment of information explosion, all over the world libraries have a major role to play. In the context of school libraries, the basic purpose is to make books and other reading material available to teachers and students. So far the guiding principle was ‘every reader has to get his/her book’, but now ‘every book has to get its reader’ is required to be achieved.

After home the most conducive place to start learning is the school and specifically its library. The library is the hub of the school where creative ideas can germinate. No doubt the electronic media, television and video have taken the place of books as a means of occupying the students leisure hours, yet if a
student wants to enrich his/her knowledge, sharpen his/her intellect and refine his/her sensibilities, there can be no better way than to delve into the rich heritage of writings of the human being and develop a real love for books and reading.

To make students aware of the importance of the library and to allow them to utilise its full potential, they must be educated about the working of a library and the system being used there. A simple and short orientation describing the basis of classification, cataloguing and arrangement of books on the shelves, is a necessary exercise every year for all new students. It is also essential that all books should be classified, catalogued and labelled before they are put out for circulation. Shelf reading should be a regular feature by the library staff. All shelves should be clearly marked describing the contents.

Reading habit has to be encouraged in the early years of life. Some schools are in a fortunate position to have separate libraries for junior classes. The physical set up of the library plays an important role to attract the students to books. Children must be taught to love and respect books and treat them with care, but
they must be given the opportunity to handle them freely and enjoy the feel and presence of books around them.

A librarian will naturally have to make regulations to govern the working of the library, but there must be a built in flexibility in the application of the rules; appreciating the difference in the reading habits of the users; allowing voracious readers to come at off times or to take out more books than are normally allowed, so that their appetite for reading is fully satisfied. In fact, apart from the usual weekly library period allotted in the timetable for each class, a good librarian must always tries to ensure that the library and its services are available to the students when they have free time. This is especially important for the students of senior secondary classes, to prepare them for independent study and self-learning techniques, which they will need at college.

The library should have a section devoted to films, slides, maps, charts, posters as well as hardware in the form of T.V., V.C.R., slide and film projectors, overhead projectors, and computers. If possible, Internet facility also, so that the library develops into a Resource Learning Centre where both students and faculty can explore new paths of learning.
There are many programmes a librarian can introduce with the help of teachers to motivate the students to read, such as:

1. For the young ones “story hours” is always a welcome treat specially when told with puppets.

2. Preparation of wall magazines, wall newspapers, students’ writings, their cartoons and illustrations, which help to develop creative thought and expression.

3. Arranging book fairs in the school. These book fairs give parents and teachers an opportunity to see what is available in the market without having to travel from place to place. The response would normally be very favourable. The book fairs encourage students to spend their pocket money on buying books for themselves or as gifts for their friends.

4. Schools can organise book donation drives where students are encouraged to share their books and donate good ones of their own to the library.

5. The students are allowed to participate in the running of their school library. They will take personal interest in its upkeep and development and in the process develop
of books and a reading culture. Students should be represented on the library book selection committee.

6. Good readers should be acknowledged and honoured at the Annual day function.

7. The teacher has a very important role to play in motivating students to read and arousing their interest. For this, the teacher himself/herself has to be familiar with the set up of the library. He/she should be able to give students an extended reading list relating to the topics being taught.

No doubt all the suggestions made above require more funds and trained staff but a beginning can be made and sustained efforts by all concerned can make a school library a place to relax the mind and increase ones knowledge and not just a place for issue and return of books.

C.5 Library as Instructional Material Develop Centre

In the recent years education system is rapidly changing and hence the school libraries need to be aware of these changes for adapting themselves to the need of the community. The role of
school libraries in the educational programme of school has altered and expanded through the years. Every school library is supposed to function as Resource Centre for supplementive reading material chiefly to support the English course. Gradually they should expand their collections and services to serve the entire curriculum and individual needs of the students. Although the school library provides services to the entire school, its major effort is curriculum support through work with the teachers and students. School library is an extension of the classroom; a place where students can pursue topics related to class activities and obtain information by reading the materials available in the school library.

Due to considerable increase in the number of students in schools, teaching in the school has become one-sided process, where the teacher gives the lecture in the classroom. In such situation school library can solve this problem by providing study materials, which the students can use at their own pace. In present scenario of school education system the role of the school library has been changed and it should help the students in the following ways:
- To provide materials to supplement and enrich work done in subject taught in the classroom.

- To provide the skill and resourcefulness in use of books and encourage the habit of personal investigation.

- To create reading interest amongst students by means of story hour and a library hour.

- To provide guidance to students in the use of books, reference books and other materials, tools of library so that the students can learn how to search material or information.

- To encourage and assist the teachers to teach through the library in consonance with the educational objectives.

- To assist the students in choosing a suitable career by providing vocational information and guidance.

- To guide pupils in their choice for recreational reading and by encouraging them to use what they have learnt for their own good and for society.

In a bid to assess the mode of teaching in schools, one can identify broadly two methods. First method is largely prevalent in western countries. It can be termed as ‘Self-made Instruction’
method in which the teacher decides when the children are to consult a textbook. Teacher prepares his/her own curriculum plan and decides which material, printed or otherwise he/she has to use. In such educational system, greater autonomy is granted to individual schools and their teachers. Second method may be termed as 'Programmed instruction' or 'prescribed instruction' method, which is identified with the large-scale use of prescribed for each subject and a teacher is expected to teach it lesson by lesson. The textbook, in fact, symbolises the authority under which the teacher must accept to work. The textbook binds the teacher since it is prescribed and not just recommended by state authorities. Each school child is required to possess his own copy of the textbook prescribed for each subject and he has to carry the entire textbook to the school everyday. Most of the teaching hours are devoted to simplify and interpret the contents of the textbook and familiarising the students with the strong points of a chapter so that it can be easily memorised. Under such system, students are examined strictly within the limits of what the textbooks contain on any topic. At all levels of school education the textbook acts as a substitute syllabus or rather as the operative part of the syllabus.
In most of the developing countries including India, this textbook oriented school education is in vogue. Under such system the role of school library appears to be secondary. It seems that the library is not directly associated with teaching programmes rather it acts as a dispensable accessory in a school’s daily routine. However, if we take school education in its broader perspective, the role of school library becomes important as it plays a vital role in developing child's curiosity. It has been rightly said “the scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though the instruction may be. Through the school library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expressions and the means provided to meet and to stimulate the many interests, appreciations and curiosities of youth'.

C.6 **Pre-service training for school librarians**

Library and Information Science Education in India has its tracings to 1911, when the first training course was started in Baroda by W.A. Borden. Asa Don Dickenson, the Librarian of Punjab University also organised a library science training course
of three months duration in 1915. The growth and development of library and information science school became quite steady in the post independence period as it synchronised with the growth of the institutions of higher learning, libraries, documentation and information centres and similar other information systems attached to other developments in library and information science there are at present about 80 universities having the basic BLIS degree programme, about 50 Universities providing for advance training leading to post graduate MLIS programme, and nearly 30 Universities having facilities for research, leading to M. Phil and Ph.D. Besides these, specialized information courses are conducted at two established institutions, i.e. DRTC established by Dr. S.R. Ranganathan at Bangalore and INSDOC. Government Organization at New Delhi.

C.6.1 **Levels of Library & Information Science Education in India**

The education framework of LIS in India at present is as follows:

(a) Certificate or C. Lib. Sc. course of six months/One Year duration sponsored by State Library Associations, State and Central Libraries and some Universities.
(b) Diploma in Library Science of One & Two years duration sponsored by Universities and Polytechnic Institutes.

(c) B. L. I. Sc.: first it was earlier named as Diploma Library Science and then changed to Bachelor Degree in Library and Information Science sponsored by Universities and it is of one-year duration, offered by around over 100 universities.

(d) M. L. I. Sc.: Post Graduate programme of one year duration after Bachelor Degree in Library Information Science, offered by around 85 universities.

(e) M.Phil.: Full time/Part time. Course of one year/two year duration and after the submission of dissertation; the student is awarded with Master of Philosophy Degree in Library and Information Science.

(f) Ph. D.: About 50 universities enrol students for Ph. D. full time/Part time degree, which leads to the award of Doctor of Philosophy in Library and Information Science.

C.7 In Service Training for School Librarians

The school libraries play an important role in achieving the objectives of school education, which are liable to change as and
when needed. The objectives, functions and activities in school libraries also need to change simultaneously.

Manpower is crucial for successful operation of a library. In the present day content knowledge is advancing fast, therefore the serving librarians are expected to acquaint themselves with the latest developments and also to acquire new skills at some regular periodical gap. The need is more felt in the case of school librarians who generally work single-handed under numerous constraints.

C.7.1 Objectives of In-Service Training

To familiarise the school librarians with the changing objectives of school education.

To familiarise the school librarians with the latest developments in library and information science (LIS).

To update the knowledge of the school librarians about the latest techniques and technologies suitable for running school libraries.

To identify the problems and difficulties faced by school librarians and to suggest suitable solutions.

To develop the feeling of co-operation and resource sharing among school librarians.

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To create awareness about the social responsibility of school library.

C.8 **School libraries in N.C.T. of Delhi**

The description of the average Indian school library has been provided in the report of the secondary education commission known as Kothari Commission as follows:

"In a large majority of schools in India, there are at present no libraries worth the name. The books are usually old, out-dates, unsuitable, usually selected (Acquired) without reference to the students' tastes and interests. They are stocked (stored) in a few bookshelves, which are housed in an inadequate and unattractive room. The person in charge is often a clerk or an indifferent teacher who does this work on a part-time basis and has neither a love for books nor knowledge of library technique. Naturally, therefore, there is nothing like an imaginative and well-planned library service, which could inspire students to read and cultivate in them a sincere love of books. What makes this situation particularly difficult is the fact that most teachers and Headmasters and even the educational administrators and
authorities do not realize how unsatisfactory this position is and, therefore, they have no sense of urgency in the matter.*

In a large majority of schools in India Libraries are in the charge of teachers who has to look after library besides their teaching job. It is doubtful if they can do justice. But in this matter N.C.T. of Delhi is quite fortunate as most of schools have their own libraries with fulltime-trained librarians.

The Sixth All India Education Survey conducted by N.C.E.R.T. reflects that there is 1236 secondary and sr. secondary schools in N.C.T. of Delhi, out of which 1086 schools are have full time trained librarian. Libraries exist in rest of the schools also, but some time, due to reason or the other, are managed by teachers, in addition to their normal work of teaching. In the absence of professional training in Library Science, and because of other preoccupations, teachers entrusted with the responsibility of running library services, find it difficult to provide effective library service to students and teachers. But in this regard N.C.T. of Delhi is quite fortunate as most of the schools in Delhi are have full time librarians with professional training in Library Science.
C.8.1. **Delhi Education Act and Rules, 1973**

Delhi School Education Act and Rules, 1973 includes provision of library service as one of the conditions for obtaining recognition from the authority. Rule 51(ii) of Delhi Education Rules further elaborates this condition as under:

“(a) (i) Adequate library facilities, in the case of primary schools and,

(a) (ii) In the case of any other school, a separate room for the library, to be used exclusively for the purpose and on no account such room shall be considered as accommodation available for class teaching.

(b) A reading room attached or adjoining to the library wherever possible.

(c) The library has a stock of books specified by the Director as also books specified by the Affiliating Board and such other books as may meet the needs of the students and of the teachers.

(d) The library has also books suitable for teachers in their professional work and reference work.”
Rule 56 provides that if a school fails to provide any facility specified in Rule 51, an appropriate authority may, after giving to the school a reasonable opportunity of showing cause against the proposed action, withdraw or suspend recognition of a school.

This implies that a school not providing library service will not be eligible for government recognition. By implication, it also means that every Government school should also have a proper library.

Article 42 of the Delhi School Education Rules (1973) provides that the Director may issue detailed instructions regarding the maintenance and use of school libraries. Though provided in the Rules, the Director has not issued instructions for the maintenance and effective functioning of school libraries in N.C.T. of Delhi.

C.8.2. **Library Staff**

At present in Government and Government aided Secondary and Senior secondary schools the library is manned by a professionally trained librarian. The Pay scale of School Librarian
(5th Pay Commission) is Rs. 5500-9000 and is at par with the pay scale of a Trained Graduate Teacher (T.G.T.). After putting in service of 12 years, a librarian becomes eligible for the senior scale of Rs. 6500-10000, which is the pay scale of Post Graduate Teacher (P.G.T.). The eligibility criterion for recruitment as librarian is Graduation followed by Bachelor Degree in Library Science or equivalent Diploma in Library Science. There is no provision for vertical mobility for school librarians beyond the Selection Scale of Rs. 6500-10,000. Even after the grant of Selection Scale, a school librarian's designation remains the same. There are no posts in the supervisory cadre for librarians at the Zonal, District or Directorate level.

In a Government school there is only one post of librarian irrespective of the number of books and students. As per the post fixation norms, one attendant is admissible if the number of books exceeds 15,000 volumes but, generally, the librarian has to manage the whole show single handedly even in the schools having more than 15,000 books. In the event of the librarian's absence from the school, the library services remain suspended. Moreover, many posts of librarians are not filled resulting in denial of library services to students. Besides, due to inadequate
staff a larger number of school libraries have closed access system for the students because there is always apprehension for the loss of books. In case of loss of books, the responsibility is of school librarian who is called upon to make the payment for the loss or damage of books.

A school librarian remains busy throughout the school hours like other teachers. In the timetable of school, one period per week is allocated to each class for library reading. In the library period the whole class goes to the library and students borrow and return library books. Therefore, the librarian does not get sufficient time for doing other important professional works of the library.

C.8.3. **Finance**

There are different sources of funds for the purchase of library reading materials. Provision exists for spending some portion of the pupil fund for purchase of library books. Directorate of Education also releases grant for purchasing of books every year. In addition, there is always the possibility of utilising P.T.A. funds
to enrich the school library. But this all is not adequate to build the school library collection.

The survey conducted by the Researcher shows that 56% school libraries have upto Rs.5,000/-, 43% school libraries have upto Rs.10,000/-and only1% school libraries have above 10,000/-annual budget respectively in the N.C.T. of Delhi.

C.8.4. **Library Collection**

Number of books in a school library ranges from 1500 to 18,000 volumes depending on the standing of the school. The older and the established schools have bigger library collections in comparison to the recently established or upgraded schools.