CHAPTER VII

Conclusion and Discussion
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7.1 Introduction

The results of the surveys carried out (Chapter V & VI) show the actual condition of school libraries in and around Kolkata whereas the literature on school libraries (Chapter IV) point out the condition of school libraries in different parts of the world and the reports of Committees and Commissions (Chapter III) highlight the ideal expected situation. It is discussed in this chapter how far the schools surveyed are fulfilling the objectives of the thesis. In the end of the chapter some suggestions for improvement of school library services in this part of the world are given before the concluding remarks.

7.2 Picture of School Libraries in Background of Transition of Education Systems and ICT Revolution

The conditions of school libraries, as noticed in the surveys, were not very bright. Lack of trained staff, adequate books and proper processing system were responsible for their miserable condition. Introduction of modern technology was like a dream and ignorance of library staff and the teachers of usefulness of library and proper utilization of the resources were adding to the misery. There was no fixed ratio between the number of books and number of students and complete absence of any set standard was felt. There was great disparity among these libraries as many well renowned English medium private / missionary schools like St. Xavier’s, St. John’s Diocesan Girls’ School, South Point High School, Birla High School and others had well equipped libraries, some Government or Government aided schools libraries had fair collection and trained librarian like Ballygunge Government School, Kamala Chatterjee (vide Appendix 2) school etc, where as, there was absence of proper libraries and librarians in some Government or Government aided schools. There was inequality among the private schools also as the schools which were small, not so famous did not have proper libraries and qualified librarian. The libraries in Government or Government aided schools depended on irregular Government Grant and they could buy books only after the grant came, which might vary from five years to twenty years. In some schools the grant never arrived.
7.3 To Understand the Scenario of Changes in a Gap of Few Years

The overall scenario had not changed within three to four years. Though in some schools, which did not have libraries in the first survey, libraries had been found established in the second survey; in some others, library service had stopped due to non-existence of librarian as a result of non-recruitment of new librarian after retirement of the old one (vide Appendix 2). There had been no effort to rationalize a fixed amount of grant, after regular interval of time, the amount depending on the number of students. Very few libraries used modern technologies (vide questionnaire 13a, b, c, d, e) and their collections were not developed properly. There was complete absence of any plan to set any standard or to link the school library with every activity of school. It had been noticed that there was a tendency to run the library with the help of part-time trained library staff in case of non-existence of regular librarians (Barisa Girls’ School, Bijoygarh Vidyapith, Mitra School). Sometimes they were employed to organize the books procured recently or early due to non-recruitment of librarian (Ballygunge Vidyalay and Silpa Sikshayatan, Kasha Jagadish Vidyapith for Boys).

7.4 Relations Among the Nature and Activities of the Library With Other Parameters and Functions of Schools

S. R. Ranganathan stated, “The result of modern re-thinking on education is to make the library the heart of the school from which every activity in the school radiates and by which it all gets irradiated.”[1] But the survey showed complete absence of this concept. The interviews with the librarians revealed that school library was used for reading storybooks and passing time under the compulsion of library period. The collection, organization and staff (vide Chapter V Table No 5.10, 5.22, 5.31) of the library did not depend on the number of teachers or students (vide questionnaire No 4) and the library did not have any role in curricular and other activities of the school.

7.5 Libraries, Librarians, Qualifications and the Responsibilities of the Librarians, Number of Books or Non-book Materials in the Libraries, Types of Books, Arrangement

In order to ascertain the condition of school libraries we have to find out the service offered by these libraries, the resource of the libraries and their use. We have to find out whether these libraries had sufficient number of books, trained staff to process these books and give efficient service to inspire the reading habit of the user community that consisted of mainly the students. It is also to be seen whether computers and
technological advancements were welcome in these libraries. We will quote remarks of eminent personalities and various famous organizations and discuss each of these aspects one after another in the following paragraphs.

7.5.1 Libraries and Schools

According to IFLA / UNESCO School Library Manifesto 1999 “the school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens.”[2] Hence there is no doubt that every school should possess a library.

There were libraries in 94.4% Higher Secondary schools in both the survey (during the survey period 2000-2006), 77.7% and 72.2% Secondary schools in the first and second survey respectively and 81.8% Secondary/ H.S. schools in the first and 90.9% in the second survey. The interviews with the Head of the institutions revealed that in case of non-existence of libraries there was a tendency of building library with the available resources. So we can say that the realization that every school must possess a library was there though there was doubt whether the idea of making it a part and parcel of education system was realized. A careful scrutiny of condition of the school libraries surveyed and their use may make it clear.

7.5.2 Librarians

The IFLA / UNESCO School Library Manifesto states “The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by an adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.”[3]

According to the rule of West Bengal Council of Higher Secondary Education every higher secondary school should have a library under trained librarian and there should be library in every secondary school but the rules are silent about having librarian in each Secondary school. So most Secondary schools and few H.S. schools did not have trained librarian.

7.5.2.1 Librarians (H. S. Schools)

It was seen that 70.3% of H.S. school had librarian in the first and 62.9% in the second survey, Most of the schools not having librarian were either Government schools
or Government aided schools. This was due to non-recruitment policy. In the schools where the librarians had reached retirement age the Head of the Institution was tensed about the fate of the school library, as nobody knew, after his retirement, when the next librarian would be recruited. In few schools (Hindu School, Bagha Jatin Balika Vidyalaya, Bani Bhavan High School (Boys"), Sinthi RBT Vidyapith, Sakhwat Memorial Gov. Girls" HS School) in the first survey had librarians approaching the retirement age, in the second survey it was seen that there had been no recruitment after retirement though these schools had library and fair collection of books. It was doubtful how long these libraries would last, as books need care and maintenance. Really, it did not make any sense of destroying something that was already there. In case of well renowned English medium schools many of them had well equipped library and more than one trained staff (vide Chapter V Table No 5.5).

7.5.2.2 Librarians (Secondary Schools)

There was no librarian in most of the secondary schools as the regulation of appointing librarian is not there. Only 22.2% Secondary schools had librarian in the first and 16.6% in the second survey. In some English medium schools librarians were recruited who were also engaged in teaching and various other jobs (vide Chapter V Table No. 5.17).

7.5.2.3 Librarians (Secondary to Higher Secondary Schools)

27.3% Secondary to H.S. school had librarian in both the surveys. All English medium schools had librarians (vide Chapter V Table No. 5.28). Another Government aided school (Lake View School) which did not have librarian in the first survey as a result of which the education teacher looked after the library had recruited a librarian in between the surveys.

7.5.3 Books

In India books are the major resource of the school library. An adequate number of text books and non-textbooks along with the reference books are main components of the libraries. A school library should have adequate number of all types of books. The types of book should be basic reference books, information literature, inspirational books, literary master reading, recreational reading, and pedagogical literature for teachers, bibliographical aids, and books for retarded readers, literature on vocational guidance,
national building and character building literature including biographies of great persons.\textsuperscript{[4]}

7.5.3.1 Books (H. S. School)

The number of books in Higher Secondary Schools varied from three hundred to twenty thousand in the first survey and four hundred thirty six thousand in the second survey.

In case of secondary schools the number of books varies from two hundred to four thousand five hundred ninety seven and two hundred and fifty to five thousand five hundred and sixty three in the first and second survey.

In case of secondary to H. S. Secondary schools the number of books varied from five hundred to eleven thousand in the first survey and seven hundred to twelve thousand five hundred in the second survey.

7.5.3.2 Types of Books

There were different types of books in these libraries (vide questionnaire No. 17). There were story books, encyclopedia, biographies, quiz books, science books, general knowledge books, books on traveling, environment and others. There were different textbooks on subjects taught in the schools, mostly donated by the publishers. None of the librarians or the library in charges, however, could not give the exact number of each type of books. Some schools even claimed that they have rare books. However, this statement cannot be taken for granted without verification which was not possible.

7.5.4 Non-Book Materials

Hardly any non-book materials (vide questionnaire 14 b) except maps and charts were found in any of these school libraries as computers and technological advancements had not arrived. Sometimes maps and charts were kept in the library, sometimes in the subject room like geography room or science room in custody of the concerned subject teacher. No library was found to have collection of records, CDs or cassettes.

7.5.5 Cataloguing and Classification System

All the schools did not have proper cataloguing and classification system (vide Chapter V Table No. 5.1, 5.13, 5.25). But some sorts of arrangements were there (vide questionnaire No 15a, 15b). In most schools the story-books were arranged according to
the author and textbooks were arranged according to subject and class (age). Lack of time, fund and staff had not permitted the school librarians to process the books in more organized way. However, since the numbers of books were less, this alternate arrangement worked fairly well. The schools with large number of books (South Point, Birla High (Boys") had proper cataloguing and classification system.

7.5.6 Responsibility of Librarian, Status and Salary

In many schools it was seen that the librarians had to take classes in addition to looking after the library (vide questionnaire No.12b). Sometimes they were engaged in office work (Barisha High School 1st survey). They had to do invigilation duty during the examination and substitution duty in absence of teachers. It was found that 51.5% librarians of H.S schools in the fist survey and 55.5% librarians of H.S schools in the second survey disclosed that they did not receive the same salary as the teachers thought they got the same respect teachers (vide Appendix II Pay Scale). The percentage of the salary of librarians of Secondary and Secondary to H.S. schools were not calculated due to scarcity in number.

7.5.7 Maintenance of Library Where There is No Librarian

It had been seen that in case of non-existence of librarians the teachers looked after the library (vide Appendix 2 Qualification). It might be the class teacher giving books to his or her class or it might be the subject teacher or music teacher (Sakhwat Memorial in 2nd survey) or work education teacher (Lake View School in 1st survey). Mostly they did not have any training in Library Science and the school did not plan to provide any opportunity to avail any training. Sometimes, some schools were lucky enough to get teachers who had professional training in Library Science along with teacher’s training course who looked after the library if librarian was not there. Sometimes caretaker of schools looked after the library (Grace Ling Lang Lang English School, first survey). Sometimes head mistress was seen taking care of the libraries (Dum Dum Road Government Sponsored School Girls'). Sometimes nobody looked after the library and books and other materials get damaged (South Suburban Main, Grace Ling Lang English in the second survey).
7.5.8 Library Period

G. L. Trehan while describing the condition of school library in India says that there should be a library hour for each class in the school once a week.\textsuperscript{[5]} According to Ranganathan, the library hour should be an hour of high tension for teachers as the principle of individual attention and individual development reigns supreme at least in the library.\textsuperscript{[6]}

7.5.8.1 Library Period (H. S. Schools)

The survey revealed that 70.3% and 77.7% H.S. schools had library period in the routine. Some schools which did not have library periods in the first survey had started it in between the surveys.

7.5.8.2 Library Period (Secondary School)

The survey revealed that 50% Secondary schools had library period in the routine in both the surveys. It was seen that two schools providing this service in the first survey (Cittaranjan High School for Girls", Batra Public Library Siksha Niketan) stopped providing in the second survey. But some schools that did not have library period in the first survey started it in the second (Ballygunge Vidyalaya and Silpa Siksyatan, Satyabhama Institution).

7.5.8.3 Library Period (Secondary / H. S. Schools)

The survey revealed that 54.5% and 36.4% of these schools had library period. Some schools which had library period in the first survey had stopped it in the second survey (Kasba Cittaranjan School, Kasba Jagadis Vidyapith for Girls’).

7.6 Source of Financial Support

The Government aided schools and the Government schools charged a very nominal library fee per year and they got Government grants (vide Appendix 2 Finance). This grant was irregular, and the amount did not depend on the number of students or the size of the library. It is to be noted that in case of presence of librarian, the salary of the librarian was provided by the Government.

In case of missionary schools or private school the students paid sufficient library fee per month. In addition, the discussion with the librarians implied that the management
spent money from school fund if needed. The missionary schools sometimes got foreign aids or grants.

It had been found out that the library grant had not always been utilized for library developments. A few schools confessed that they were compelled by the circumstances to use this money for other purposes. The exact number or the specific identity of such schools can not be given as these informations were privately received, not reflected on data sheets.

7.7 Library Budget

The library budget for past five years given by the schools varied a lot. Some schools disclosed that they had not spent money on library account at all in last five years. The number of books added to the stock during that 3/5 years did not have any reflection in the budget of last five years (vide Chapter 6 No. 6.3.6, 6.4.6 and 6.5.6). Often the specimen books given by the publishers added to the stock.

7.8 Number of Books Added in Past Five Years

There were some schools where no books were added in past five years (vide Appendix 2 (No of books added). In H.S. schools apart from 0 books as less as 20 and as many as 6000 were added in past 5 years in the first survey. In the second survey the school that had added 20 books added 303 books. Another schools that added 250 books in the first survey added lowest or 50 books. The same school that added 6000 books added 24000 books or the highest number of books in the second survey. In case of secondary schools it was 10 to 1907 in the first survey and 200 to 2000 in the second. The Secondary to H.S. schools added 30 to 1000 books in the first and 200 to 1500 books in the second survey. Four H.S. Schools in the first and 9 in the second, 3 Secondary schools in the first and 2 in the second and 2 Secondary to H.S. schools in the second survey had not added any books in past 3/5 years. The schools where librarians were not there did not simply know the number (Three H.S. in the first, four in the second and two Secondary to H.S in first survey.).

7.9 Gift / Donation of Books

Most of the libraries accepted or were ready to accept gift or donation of books (vide Appendix 2 Gift Accepted). It had been seen in two cases that Sreguru Sangha, a religious organization and the local unit of Lioness Club and State Bank of India donating
books to respective school libraries (Jadavpur Bijoygarh Siksha Niketan, Netajinagar Balika Vidyamandir, Kasba Balika Vidyalaya). In a school in Kolkata (Mitra School), an ex-student residing in USA had provided fund for development of the library. In two schools Sarva Siksha Abhiyan had provided library grant (Ballygunge Vidyalaya Silppa Sikshyatan, Barisa Janokalyan Vidyapit Boys'). But to most libraries these proposals had not come. The donation which was common to all the libraries was specimen books from the publishers. (Appendix 2 Gift Accepted).

7.10 Second Hand Books

Most of the libraries did not buy the second hand books (vide Appendix 2 old bks bt). This might be due to the reason that they would not last long as the students usually handled the books roughly.

7.11 Prize / Certificate

The schools covered had not received any prize or certificate from any reputed body or organization for the excellence in their services (vide questionnaire No 26). This did not mean that all these libraries surveyed did not provide quality service. The information about and the idea for participation in such competition were not known to them.

7.12 Modern Technologies in School Libraries

None of the school libraries (except Birla High School in the second survey) used the technological advancements. According to Gaylen B Kelley, associate Professor, School of Education, Boston University, the non-book technology available is grossly inadequate to support school media program. He also says that manufacturers of educational equipment have not kept pace with the current development in curriculum and educational methodology. The school media center, if it is to serve as a vital force in education, must be greatly expanded beyond its traditional role as a repository for books to encompass that of an information center which houses books, films, tapes, slides, games and instructional programs that make use of integrated multimedia formats designed to implement specific learning objectives. The library can become the focal point of the school's entire program of instruction if a total information and communication system is established.7}
7.12.1 Computers in the Library

In most schools it was seen that the computers had arrived (vide questionnaire No. 13a, b, c). But these computers were used for giving computer training to the students in computer period. Sometimes these were engaged in office work. But no libraries (except Birla High School for Boys) were computerized. Though some schools had Internet connections most school libraries could not use them.

7.12.2 Xeroxing Facilities

The surveys revealed that very few schools had Xeroxing facility (vide questionnaire No. 20a, b, c). Even if they had, the Xerox machines were placed in the offices and were used in office work. No school library could avail this opportunity (except South Point High School) when it was necessary.

7.13 Student Background

An attempt had been made to trace the student background by interviewing the librarians or office staff in the second survey. It had been found that in most schools the most students lived in or around Kolkata. Few lived within walking distance, others availed buses, school bus, pool cars or local trains to come to school. Only one school in Jodhpur Park in South Kolkata claimed that students who lived outside Kolkata came there to take admission in class eleven.

7.13.1 Religious or Ethnic Background

Most of the schools surveyed had majority of Hindu students. The Government aided and the Government schools had the required percentage of scheduled caste and scheduled tribe students as prescribed by the Government. The percentage of Muslim students was less, Christian even less except the missionary schools which had majority Hindu students but a moderate percentage of Muslim and Christian students. Only one school was found in the entire survey that contained mostly the Muslim students (Saifee Hall).

The Bengali medium schools mostly contained Bengali students or students who had become Bengali for long stay of the ancestors in Bengal. The English medium schools had 50% Bengali students and non-Bengali students including Marwari, Gujrathi, Punjabi, Bihari and others.
7.13.2. Economic Background

Most of the students of Government aided schools belonged to lower middle class family or poor family. The English medium schools had students from middle class or upper middle class family.

7.14 Sarva Siksha Abhiyan (SSA)

The main goal of this program was that all children of 6 - 11 years of age should complete primary education by the year 2007 and all children of 6 - 14 years of age should complete eight years of schooling by 2010. This plan covered the whole country with special emphasis on girls/ education and education of Scheduled Caste (SC) and Scheduled Tribe (ST) children and children with special needs. The SSA centers were mainly opened in those areas, which did not have any school or where schools were very far off.[8]

7.14.1 Role of Sarva Siksha Abhiyan (SSA) in Developing School Libraries

It had been found that SSA has played a major role in providing elementary education in India for the under privileged children in and around Kolkata. In almost all the schools containing underprivileged children they provided textbooks up to class eight. In two of the surveyed schools in south Kolkata, one in Behala and one in Ballygunge, they had granted money for library development.

7.15 Suggestions

Measures must be taken by the school authority to develop school libraries by providing fund, engaging trained librarian and including library period in the class routine. The school librarians must try to attract the students to the library, improve the standard and quality of service and persuade the authorities to play a positive role in library development. The Government and the Boards of education must set rules and standards and monitor the condition of school libraries.

7.15.1 Steps to be Taken by Government and the Board of School Education

Government must take steps to help develop the school libraries. They must realize that libraries should be attached to schools and they are to maintain a standard. Similarly the Boards of school education should also strictly monitor establishment and
maintenance of school libraries as the most vital focal points in school education. The following suggestions may be implemented by the Government or Board.

7.15.1.1 Every School Must Possess a Library

The survey revealed that there were libraries in most of the H. S. schools, many of secondary schools and most of Secondary to H.S. school. But in many schools they were located in old or useless room without proper furniture or collection. Every school, be it a secondary or a higher secondary must have a proper functional library supporting the curriculum. The library should be well equipped, spacious and attractive. It must be capable of attracting the students to itself. It must not be maintained in the old and worn out room for the sake of obliging rules.

7.15.1.2 Every School Must Have Trained Librarian

The survey revealed that there was paucity of librarian in most of the Secondary schools surveyed and few Higher Secondary schools and many Secondary to H. S. schools. Sometimes lack of librarians forced the teachers or other staff to look after the library. Sometimes the librarians were engaged in teaching, examination duty and substitution duty for the absent teachers. The Mudaliar Commission appointed in 1952, by the Government to examine the prevailing education system commented about the school librarian, "Efficient Library Service must be given by appointing highly qualified and trained librarian who would be able to guide interests of students, give due publicity to good books, old and new, available in the library, prepare and circulate booklist suitable for different grades, display 'blurbs' and cutting of book reviews on notice board, arrange book exhibition, conduct a group reading project and consult in selection of good books."\[9\] Trained librarian should be there in every school library be it a Secondary, be it a Higher Secondary. The number of staff in the library should be at least three, librarian, assistant librarian and library assistant, and this number may increase according to the number of students and size of the library as the school libraries serve, in most cases, more than forty students which is the average number of students per section in most of the schools as seen in the survey, (vide questionnaire No. 4c) within the library period of forty minutes. Quality service cannot be expected if there is dearth of library staff. The library staff must be engaged in library work only.
7.15.1.3 Standard

The survey revealed that the number of books and staff, the budget, the number of books added did not depend on the number of students. The types of books found in the school library, their number, processing and use varied a lot. Certain standard should be fixed for the school libraries in respect of number of books, types of books, number of staff and services to be offered. A minimum number of books should be fixed for a minimum number of students and there should be a ratio of student and books. The books should be of different types not merely a number of useless books for increasing the stock. Absence of standard had resulted in variation of condition and services of the school libraries.

7.15.1.4 Training for the Teachers Looking After the Library

In many schools (mostly Secondary) the teachers looked after the libraries. The teachers looking after the library must avail library-training courses. School must encourage them and make proper arrangements so that they can join courses. The teacher librarian, as viewed by Ralph, does not require an extensive knowledge of classification and cataloguing as the main emphasis is “on teaching pupils to use a library rather than on library techniques in its narrower sense.” They must know principles of school library administration, technical processes in school library necessary for its efficient functioning, how to use basic reference books and how to motivate the reading habits of the children. They can be given practical training in a school library. But these teacher librarians may assist the librarian. They should not be fully responsible for library as they lack expertise in managing a library.

7.15.1.5 Workshop / Seminars for School Librarian

Very few workshops were arranged for the school librarians. Government, School Authorities, Heads of the Schools or persons linked with school education can arrange workshops or seminars on school libraries. This will enrich their knowledge, as the librarians will be able to meet each other, exchange their views and solve common problems together.

7.15.1.6 Adequate Finance and Basis of Fund

The survey revealed that the source of financial support for library in case of Government aided or Government schools were nominal library fee and irregular
Government Grant. In case of non Government schools the funding depended on the will and whim of management or the Head of the institution. The 'library fee' collected by the schools were not always spent for library development. Efficient functioning of a good library needs fund. The school authority must be fully aware of it and they must provide the library fund needed for efficient functioning. A fund calculated on the basis of number of students must be fixed and Government should provide this money for the Government Schools and Government aided schools and motivate the private school authority to provide the same amount of money. Firstly a capital grant should be provided for basic collection without which a library cannot function. Recurring grants for purchase of books, periodicals and other library materials should be provided annually. The grant sanctioned for the library should be spent for library development only.

17.15.1.7 Salary and Status of School Librarian

In 26 H. S. schools (mostly Government aided) the salaries of the librarians were not at par with the teachers. Most of the other two categories of schools did not have librarian. Salary of the school librarian should be at par with the teachers. They must get master degree scale if qualified. Otherwise they will be dissatisfied, think themselves inferior in status to the teachers and this will affect the service rendered by them. The librarians should be treated with same respect as teachers by all concerned and they should be included in every activity of the school.

7.15.1.8 Library Fee and Fine

In most of the schools library fee was collected from the students. In case of Government or Government aided school library fee was nominal and non Government schools charged handsome amount and it varied from school to school. The school may collect a library fee, which may be fixed keeping in view the economic condition of the students. It should not be too much or too little. However, late fine should be collected and fine for loss of library cards must be imposed. But the fund collected from library should be spent on library only. It should not be used for other purposes.

7.15.1.9 Model School Library

No model school libraries were found in the surveys which could be taken as examples by other school libraries. Government may construct some model school
libraries which will be regarded as examples to other schools. The authorities and the school librarians will try to develop their school libraries in that way.

7.15.1.10 Inspection and Supervision

Dearth of any committee for supervision of school libraries had resulted in discrepancy in stock, staff, processing and services offered by the school libraries. A committee may be formed by the Government for monitoring utilization of grant, advising the Government regarding amount of library grant and on observance of standard.

There should be some arrangement for inspection of the school libraries by some officer of the education department annually. It is to be also seen whether the library grant is really spent on library development and the number of books and periodicals purchased annually. The general condition of the library is also to be ascertained.

7.15.1.11 Library Oriented Syllabus

The syllabuses of secondary, higher secondary and even for graduation courses are framed in such a way that no reference studies at library is needed. The syllabus is rather textbook oriented than library oriented. This system should be changed and special credit should be given to those students who will prepare the answers after serious library work.

7.15.2 Steps to be Taken by the School Authority

The school authority and the librarian must realize the importance of school library and must try to provide quality service to its customers. In order to do so they may consider the following –

7.15.2.1 Book Selection

The interview with the librarians revealed that there was no set policy of purchasing the books once or twice a year at a particular time. The books were purchased according to the choice of librarians or the Head of the institutions without considering the likings of the students. The subject teachers were not consulted for buying books in the respective subjects. Books should be purchased at regular intervals say once or twice every year. Book selection must be done properly, with the help of teachers, students and Principal. A register should be maintained to note down the request for purchase of books.
throughout the year. Subject teachers must be consulted for buying subject books and English and Bengali teachers for selecting storybooks. The students who borrow the books regularly may be consulted as their opinion will be valuable, the importance given to them will encourage their reading habit and other students will try to follow them to get importance.

7.15.2.2 Library Committee

None of the schools surveyed had any library committee constituted for taking decisions for development of the libraries. A library committee should be formed consisting of the Principal, librarian, some of the teachers and interested students. The committee will help the librarian in major decision taking process. The demands for requisitions like buying a new shelf or issuing a particular magazine, forwarded by a committee will be stronger. The committee will know the condition of the library and will enlighten the other members of the school about it. Finally, book selection, periodical selection and other activities will be more democratic in nature, not wholly depending on the whim and will of the librarian.

7.15.2.3 Library Hours and Library Period

Most of the schools (especially H. S.) had library period when the students came to the library. The school library was open during the school hours but it was difficult for the students to come there apart from the library period as they had classes during school hours. The library should be open during school hours for the students and the teachers. The librarian or the library staff should be there instead of going to the classroom to teach or to do substitution or examination duty. It is better to open the library half an hour before school and close it half an hour after the school gets over so that the interested students may come, as they do not have free period. It is better to have a separate break time for the library staff, avoiding the break time of the school for its maximum use.

Each class must have a library period or at least some fixed time, once a week, to come to the library. If the class consists of a large number of students half the class should come at a time otherwise the quality of service will be not up to the mark.

7.15.2.4 Technological Advances, Xeroxing

In both the surveys it was found that technological advancements are not introduced in the school libraries. Computers were there in almost all the schools for
training the students and for office work. But they were not used in the libraries. In very few schools Xerox machine was there. But in those schools these machines are used for official works only. The practice of using them in the library is not there. Computers must be involved for storage, retrieval and dissemination of information in the school library. There should be opportunity to avail the Xeroxing facilities whenever there is need.

7.15.2.5 Non-book Materials

The school libraries surveyed did not store non-book materials like CDs, cassettes etc along with maps and charts (vide questionnaire No. 14b). They should turn their attention to this very important activity.

7.15.2.6 Internet Connection

Hardly any school library had got Internet connection (vide questionnaire No. 13c, d) though there was Internet connection in many schools. There should be Internet connection in every school libraries as they play major part in dissemination of information.

7.15.2.7 Book Exhibition

The discussions with the librarians and Heads revealed that activities like Book Exhibitions were rarely organized by them. In some of the well-renowned schools some publishers like Scholastic organized Book Exhibition at regular interval of time if they were lucky enough to get permission from the Principal. Book fair or book exhibition by the publishers should be encouraged by the school authority as the display of colourful books will make the students eager to possess books and read books thus inculcate reading habit in them.

7.15.2.8 Meeting of Librarian and Teachers

The interviews revealed that the teachers and librarians only met when the teachers wanted to borrow books or in any other staff meeting called by the Principal. A major set back of a school library is the librarian’s total ignorance of curriculum, instructional method and teachers’ ignorance of the library and its resources. This problem can be solved if the teachers and librarian sit together once a month. The teachers may inform the librarian the topics they will teach or the project works that would be given and the librarian can direct them to the library resources that can be
provided for the purpose. In addition to this the librarian must give the different subject teachers the list of books which are there in that subject.

7.15.2.9 Cultural Programmes

Among the surveyed schools only the librarian of Ballygunge Government School stated that she took initiative to organize cultural programmes and the rehearsal took place in the library. To attract the students to the library the cultural programmes of the school may be organized from the library. This will bring them to the library and they will automatically use the books which are needed for these programmes like books for drama, books for songs and poems, books for General Knowledge etc and gradually will develop the habit of choosing and using books.

7.15.2.10 Services Extended to Local People

None of the school libraries surveyed extended their service beyond school (vide questionnaire No. 19a, b). A school library may render its services to the people of the locality and earn some revenue. If the library is well equipped with a fair collection it may get clients. This will also involve local help and local concern for betterment.

7.15.2.11 Public Library and School Library Relationship

This is an ideal situation prescribed by Mudaliar Commision (Chapter III No. 3.2.4) and practised in many countries. But it was not found in any of the school libraries surveyed. In our country to overcome resource restraint this process may be adopted. This will mean sharing professionals, resources and maximum utilization and use of the library and library materials.

7.15.3 Improving General Condition of the Library and Service

Certain steps should be taken by the librarian / authority to improve the condition of the library and services –

7.15.3.1 Types of books

The books were purchased in the school libraries without much consideration. The books donated by the publishers were often entered to the register even if they were of no importance. Books should be of three categories, namely (1) informative books, (2) recreational books, and (3) inspirational books. Useless books or old and outdated
books should not be included for just increasing the number. The books that will leave some impact on the gentle mind of the students must be selected.

7.15.3.2 Proper Collection Development

The school surveyed had collection of books ranging from less than zero to thirty-six thousand not having any parity with the number of students. They should adopt proper collection development policy. First there should be a basic collection according to the number of students. Trehan and Malhan in School Library Management said that for an enrolment up to 500 pupils there should be a basic collection of 800 to 1500 well-selected books, exclusive of dictionaries, textbooks and Government publications to meet curricular need, along with recreational and inspirational need. In addition, there should be one set of approved encyclopedias, dictionaries and one or two good general newspapers and about five periodicals suitable for pupils' use. For enrolment of 501 to 1000 pupils there should be basic collection of 1500 well selected books, approved encyclopedias, dictionaries, two or three newspapers and about ten periodicals suitable for pupils' use. In case of 1000 to 2000 pupils basic collection of 2500 to 4000 well selected books, three or four newspapers, and about twenty periodicals suitable for students' use.\[12\]

7.15.3.3 Annual Stocktaking

It is necessary to physically verify the stock of books in the library. This can be done during annual examination or during summer vacation when the book issue automatically stops. The lost books, thus found out should be listed and the permission of the Head should be taken before writing off these books.

7.15.4 School Librarian

A school librarian should be an energetic personality, full of new ideas who will be able to attract the students to the library. He / She must have soothing and charming personality and must be able to guide the students to required books. A school librarian may play a major part in improving reading habits of the students. It is from him/her that the students learn the library civics. A student enters the school library at a very early age. An able librarian with necessary help and guidance may turn him towards libraries throughout his life. A librarian may take the following steps for this purpose.
7.15.4.1 Improving Reading Habits

Hardly any measures were taken in the surveyed schools, by the librarians to improve the reading habits of the students and to attract them to the libraries. Serious measures should be taken to develop reading habits of the students. Story telling, as suggested by Ranganathan, with the help of music may be arranged.\[13\] Dramas written by eminent writers may be staged during the cultural programmes of the school. This usually attracts the students to that book and to that author. Directing the students to write book review and reading out the best one also helps. The students who have taken the maximum number of books from a section may be given a prize at the end of the year.

7.15.4.2 Proper Cataloguing and Classification System

Proper cataloguing and classification system was not adopted in many of the surveyed schools. These systems should be adopted because the students will be habituated with them. They will learn to search the catalogue cards and select the required book from many others. If the fund, time and budget do not permit the librarian to adopt proper technical means there should be some sort of arrangement so that the books can be traced. Otherwise there is no use of keeping and buying books.

7.15.4.3 Student Background and Library Service

The type of library service rendered may be determined according to the economic condition of the students. In most of the aided schools the students come from poor family. They do not have enough money to buy the textbooks. So preservation and distribution of textbooks must form important library service in these schools. According to 4th, 5th and 6th survey report of NCERT (as discussed in Chapter III No 3.8.1.2, 3.9.1.5 & 3.11.2.6) the concept of textbook bank is popular in many schools of India, specially the Higher Secondary Schools. This concept can be practiced in the aided schools.

In well renowned English medium schools the students can buy the textbooks as they come from middle class or upper class family. So textbook preservation is not so important in these schools. Rather encyclopedia and other reference which the students often need for their project work are more important here. But it may be noted that the students of these schools also need text books other than the book prescribed by their school as a careful scrutiny of number of books in a subject strengthen their basic knowledge of that subject, and the students of the aided school may also be provided encyclopedia if the 'budget permits.
7.15.4.4 Approaching Benevolent Organization and Persons of the Locality

Very few surveyed schools got help from organizations and ex students was seen that the school library suffered from resource constraint. The school librarian and the Principle may approach them or the educationist or leaders of the nations may make a general appeal to them. The school library may also approach the ex-students or benevolent persons of the locality for help.

7.15.4.5 Library as Information Center of School

The libraries of the surveyed schools were not used as information centers. The library may be made an information center of the school. Various information like from when the examination or vacation will start, the last day for submission of project work, the sports day and annual function day and many other such information may be generated from the library.

7.15.4.6 Students Taken to Various Libraries

The students coming to the schools libraries did not know how to behave in the library and how silence must prevail inside the library. Most of the students did not know the library civics. For this reason proper atmosphere is not maintained inside the school library. They had never gone to any reputed library and the school library was not in a state to give them any idea. The students may be taken to reputed libraries from where they can know what they are expected to do in the libraries.

7.15.4.7 Influence on Principal / Management

Generally the Head of the institute does not want to fulfill all the demands of the librarian. It is the job of the librarian to make him / her realize the active role library can play in teaching and learning. He / She must have the personality and the power of reasoning necessary for this purpose.

7.15.4.8 Influence on Teachers

It is the librarians’ job to make the teachers acquainted with the library stock and make them realize how they can be useful for proper utilization of library resources.
7.15.5 Teachers

The teachers were seen to look after the library if there was paucity of librarian. But they were not found to take active role to make the students library oriented. They did not use the library and they did not inspire the students to use library books to enrich their knowledge in a subject in addition to school books nor for quiz, art and craft and other activities. They may play a major role in directing students towards the library. The teachers are the role models and ideals of the students. A positive effort on their part will automatically direct the students to the library and enhance library use.

7.15.5.1 Project Work

Assigning Project Work may increase the use of school libraries. If the project works are set after a careful scrutiny of the library resources and students are given idea which books to consult the library will be used often. Availability of Internet facility in the library will facilitate the project work more fruitfully.

7.15.5.2 Directing Students Towards Books

A teacher, while teaching a particular chapter, instead of dictating ready notes, may advise the students names of few books, which are there in the library to consult and this will positively make the students library oriented.

7.15.5.3 Discourage the Students to Learn from Ready Notes

The use of ready notes from notebook, in different subjects, should be discouraged as much as possible. These notes are generally of low quality and they do not strengthen the basic knowledge and affect the library going attitude of the students. The students would rather digest these, as they are easily available, instead of hours of hard work in the library. This results in limitation of knowledge and decline in reading habits.

7.16 Concluding Remarks

The school library plays a great role in nation building as it strengthens the basic foundation of the youth in different subjects. Proper education system should be devised in such a way so that school library can play central or pivotal role in the education system. The miserable condition of school libraries in Kolkata and in India (seen from literature survey) must be felt by knowledgeable person of the society and they must come forward to help. The library scientists cannot ignore their role in developing the
School libraries. They are expected to offer new ideas and guidelines. There should be seminars, workshops, and meetings organized all over the country to bring revolutionary changes in the school libraries. Inclusion of libraries for mere ornamentation is not sufficient. The library must become a part and parcel of school education system. It should act as a heart of a school where the students and teachers will come willingly with enthusiasm to avoid the monotony of routine school life. Possibilities of cooperation between public libraries and school libraries of a locality should be explored.

School libraries in India are most neglected sector in librarianship. There are no arrangements for refresher courses, orientation courses or short term in-service training courses. The qualified librarians in college and universities (including technical and medical colleges) are treated at par with the teachers. But the school librarians have salary and status below those of school teachers. They are not encouraged to further their qualification and participate in seminars, conferences etc. They do not have professional school library associations of adequate strength. School librarians are not given status or facilities in professional library associations. College librarians or special library professionals have strong associations. In many states college librarians are eligible to be members of teachers' associations. There is no All-India school library association.

7.17 Possible Future Studies

There could be a fairly interesting study if one could enlist the requisite functional objectives of school libraries as many as discerned from the prescriptions of the various committees and commissions on education in general and school libraries in particular (vide Chapter III No. 3.2.3, 3.2.4, 3.3.2, 3.4.5, 3.5.1, 3.8.1, 3.9.1 & 3.10.2). And then a survey could be made to find out how many or how much of them are fulfilled by the existing school libraries. It may be noted that some of such issues have also been covered in this thesis.
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LIST OF REPORTS AND OFFICIAL DOCUMENTS WHICH
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