CHAPTER - I

INTRODUCTION
1.1 NEED OF THE STUDY

The traditional meaning of library is 'a collection of books for reading'\(^1\) and libraries have been popularly known as 'store-houses of knowledge'\(^2\) and 'treasures of wisdom'.\(^3\) Libraries in general and public libraries in particular have a very significant role to play with the development of social, cultural and educational life of modern man. Library service is a special necessity for the steady development of human being. A library is, therefore, regarded as the social nerve-centre of the community. The library is a potent force capable of building a better society by its vitality, quality and extent of its service. It is a necessary complement to all educational services. As a social institution, its function is not only to satisfy the need for books but also to promote the desire for learning. It aims at not only bringing out the individual differences, but also developing special interest and aptitudes of their best advantage. The changing pattern of education demands that the teaching in the new set-up can not be class-room centred but it has to be child-centred and library-centred. The child's
learning has to be self-directed and he has to acquire learning skills and reading activities through the agency of the school library. It is for this that library is considered as a gate-way of knowledge. History records that India has always kept a tradition of stocking valuable books in libraries in the form of manuscripts. A library is an important organ of educational machinery. "It is a rich spring from which knowledge flows out to irrigate the wild field of education and culture". In the words of Bacon, "Libraries are the Shelves where all relics of saints full of virtue and that without delusion and importance are preserved and reposed". To quote J.S. Sharma:

It can help in building up our country peacefully, democratically, with as little conflict as possible. It can help in eradicating deep-routed notions of communalism and casteism. It can also wipeout the evil of untouchability from the minds of people, who don't realise, out of sheer ignorance, the danger of this evil in reorienting our Society.

A well-equipped library is a friend, philosopher and guide. So, every good school should try its best to improve its library for the use of the teachers
and taught. The present day child is much more abreast with news and views than the child of the yester year and the school library should try to fulfil the aspirations of the child. A school without a library is not considered as school. H.G. Wells remarked "A school without an easily accessible library of at least a thousand volumes is scarcely a school at all - it is a dispensary without bottles, a kitchen without a plantry." Frances Henne opined:

"good schools, very good schools and excellent schools, all need excellent libraries. Inferior schools need excellent libraries too. To overcome the omissions of the curriculum and to compensate for the poor instructional programme ....

Soon after attainment of independence in 1947, the Government of India set up a Commission (University Education Commission) in 1948 under the Chairmanship of Dr. S. Radhakrishnan. The Commission was to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country. As regards the libraries, the Commission remarked:
The library is the heart of all the University's work directly so, as regards its research work and indirectly as regards its educational work. Scientific research needs a library as well as its laboratories, while for humanistic research the library is both library and laboratory in one. Training in higher branches of learning and research is mainly a question of learning how to use the tools, and if the library tools are not there, how can the student learn to use them?

The Secondary Education Commission was appointed by the Government of India in terms of their Resolution No.F 9-5/52-B-1, dated 23rd September, 1952 to examine the prevailing system of Secondary Education in the country and suggest measures for its re-organization and improvement. The Commission, arguing in favour of library, stated:

Individual work, the pursuit of group projects, many academic hobbies and co-curricular activities, postulates the existence of a good, efficiently functioning library. The library may well be regarded as an essential instrument for putting progressive methods into practice.

The Indian Education Commission (1964-66) eulogised the importance of library as:
School libraries should be integrated with the system of public libraries. We have laid stress on schools being made centres of adult education and extension services. It is, therefore, necessary to develop and assist school libraries to perform this new function. Even the remotest primary schools should be serviced by a neighbouring public library.

The National Policy on Education (1986), under the banner of 'Improvement in efficiency', advocated:

... to ensure access to information and source material essential for research, a network of regional libraries as a common servicing facility will be established. These libraries will be equipped with modern facilities for information storage, retrieval reproduction, etc.

The National Policy on Education - 1986 (with modifications undertaken in 1992) reiterated the views of the NPE (1986) in the following words:

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 educational institutions for library facilities and the Status of librarians improved.
Realising the importance and utility of the libraries, the researcher was fascinated to conduct a study on the library services.

Under the National Policy on Education (1986), Government of India decided to accord priority on quality improvement of teacher education programme. With a view to achieving excellence in pre-service and in-service teacher education, research and experimentation and educational technology, Government of India under the Centrally Sponsored Scheme of Teacher Education decided to upgrade the existing Teacher Training Institutions at various levels to the status of District Institute of Education and Training (DIET), College of Teacher Education (CTE) and Institute of Advanced Study in Education (IASE).

In pursuance of the sanction of Government of India, three Teacher Training Institutes were upgraded to the status of IASEs (Radhanath IASE, Cuttack; Dr.P.M.IASE, Sambalpur; and D.P.IASE, Berhampur); six Teacher Training Institutions were upgraded to CTEs (Nabakrishna Choudhury CTE, Angul; CTE, Bolangir; CTE Balasore; CTE, Bhanjanagar; N.D. Women's CTE, Bhubaneswar
and DAV, CTE, Koraput). The other four Teacher Training institutions remained as Training Colleges (A.A. Training college, Fakirpur; K.T.C., Bhawanipatna; R.C.E.T., Rourkella and U.G. B.Ed. College, Baripada). Thus, the scope of IASEs, CTEs and Training Colleges has been widened and it is needless to say that the libraries in these institutions play a vital role by providing better educational services.

As no study has been conducted on the organisation and utilisation of libraries of the Teacher Training Institutions of Orissa, the researcher was motivated to conduct this study. Hence, this study is claimed to be first of its kind in Orissa.

The State of Orissa is situated in the eastern zone of India. It lies between 17° 34' Northern latitudes and 81° 28' and 87° 29' Eastern longitudes. It is bounded by the States of West Bengal on the North-East, Bihar on the North, Madhya Pradesh on the West, Andhra Pradesh on the South and the Bay of Bengal on the East (Figure 1).

1.2 STATEMENT OF THE PROBLEM

The purpose of the study was to inquire into the organisation and utilisation of the libraries
of Teacher Training Institutions of Orissa. Hence, the problem to be studied was stated as:

"A STUDY OF THE ORGANISATION AND UTILISATION OF LIBRARIES IN TRAINING COLLEGES, COLLEGES OF TEACHER EDUCATION (CTEs) AND INSTITUTES OF ADVANCED STUDIES IN EDUCATION (IASES) IN ORISSA."

1.3 OBJECTIVES OF THE STUDY

The objectives of the study were:

(1) To study the existing conditions of libraries in Training colleges, CTEs and IASEs in Orissa with reference to their administrative set up, organisational efficiency, mode of financing, method of selection and acquisition of books, technical processing, servicing, physical facilities, qualified library staff etc.

(2) To study the existing library facilities and resources in the training colleges, CTEs and IASEs under study in terms of their ability to the varied requirements of modern life.
(3) To study the use of the library resources and facilities both by the students and the staff of the institutions under study.

(4) To study the crucial problems, if any, of the libraries of the institutions under study.

(5) To suggest suitable improvements for efficient functioning of libraries in the Teacher Training Institutions in Orissa.

1.4 SCOPE OF THE STUDY

The Organisation and utilisation aspects of the libraries of the Training Colleges, CTEs and IASEs of Orissa formed the scope of the present study.

Chapter I discussed the need, statement, objectives, scope, delimitations and methodology of the study.

Chapter II has been devoted to the Review of Related Literature where the researcher has proved that her study was the first of its kind in the State of Orissa.
The conceptual changes and definitions of library have been discussed in Chapter III.

Chapter IV has been devoted to the evolution and kinds of libraries.

Functions of libraries have been discussed in Chapter V.

Chapters VI and VII have been devoted to Analysis and Interpretation of Data. The organisation and utilisation aspects of the libraries have been discussed in Chapter VI and VII respectively.

Chapter VIII is the concluding chapter which deals with Summary and Conclusions. It also contains the findings and recommendations.

1.5 DELIMITATIONS OF THE STUDY

The study was limited to the Teacher Training Institutions (Training Colleges, CTEs and IASEs) of Orissa.
1.6 METHODOLOGY OF THE STUDY

1.6.1 Population

The entire group from which the sample has been taken is known as population. A population consists of objects, persons, attributes, qualities, behaviour of inanimate objects such as cities, families, opinion of electorates of a nation and the like. Thus, a population is a well-defined group of any of these.

In Orissa, there are 3 IASEs, 6 CTEs and 4 Training Colleges. All these institutions, all the students and staff of these institutions formed the population of the study. Table 1.1 depicts the Training Colleges, CTEs and IASEs of Orissa with students and staff in them.

Thus, the population of the present study consisted of 28 class I staff, 71 class II staff, 170 class III staff, 145 class IV staff, 1300 B.Ed. students, 86 M.Ed. students and 30 M.Phil students. This was the target population of the study.
Kempthorne has distinguished between 'experimentally accessible population' and 'target population'. The former is the population of subjects that are available to the researcher for his study. The target population is the total group of subjects about whom the researcher is empirically attempting to learn something.

The researcher desired to take up the entire population in her study as shown in Table 1.1. But, despite her repeated visits to the Training Colleges, CTEs and IASEs, she could not meet all the staff members and students. So, whosoever were present on the days of the researcher's visit, were included in the study which was known as experimentally accessible population. The experimentally accessible population of the present study has been shown in Table 1.2.
## Table 1.1
Training Colleges, CTEs and IASEs of Orissa with Staff and Students (Target Population)

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the IASE/CTE/Training College</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class-I</td>
<td>Class-II</td>
</tr>
<tr>
<td>1</td>
<td>D.P.IASE, Berhampur</td>
<td>04</td>
<td>06</td>
</tr>
<tr>
<td>2</td>
<td>Dr.P.M.IASE, Sambalpur</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>3</td>
<td>R.N.IASE, Cuttack</td>
<td>07</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>C.T.E., Angul</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>5</td>
<td>C.T.E., Balasore</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>6</td>
<td>C.T.E., Bhanjanagar</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>7</td>
<td>C.T.E., Bolangir</td>
<td>01</td>
<td>06</td>
</tr>
<tr>
<td>8</td>
<td>D.A.V. C.T.E., Koraput</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>9</td>
<td>N.D. Women's CTE, Bhubaneswar</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>10</td>
<td>A.A. Training College, Fakirpur</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>11</td>
<td>K.T.C., Bhawanipatna</td>
<td>-</td>
<td>04</td>
</tr>
<tr>
<td>12</td>
<td>R.C.E.T., Rourkella</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>13</td>
<td>U.G. BEd College, Baripada</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

**Total** 28  71  170  145  1300  86  30
### Table 1.2

**Experimentally Accessible Population**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the IAISE/CTE/Training College</th>
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<th>Students</th>
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<td>08</td>
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<td>01</td>
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<td>06</td>
</tr>
<tr>
<td>10</td>
<td>A.A. Training College, Fakirpur</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>11</td>
<td>K.T.C., Bhawanipatna</td>
<td>-</td>
<td>04</td>
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<td>12</td>
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<td>13</td>
<td>U.G.BED College, Baripada</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>28</td>
<td>71</td>
</tr>
</tbody>
</table>
1.6.2 Method

Descriptive Survey Method was followed in the study.

1.6.3 Tools

A great variety of data gathering instruments are used in the acquisition of data in research. Those tools are of many types and employ distinctive ways of describing and quantifying the data. The commonly used tools in research are:

- Standardised instruments
- Self developed instruments
- Recording of naturally available data

Each one of the above tools is appropriate particularly for certain sources of data. Regarding the controversial opinion of using appropriate tools for a particular type of research, J.W. Best and J.V. Khan said:
Which is better, a hammer or a hand saw? Like the tools in the carpenter's chest, each research tool is appropriate in a given situation to accomplish a particular purpose.

For the present study, the researcher carefully judged the appropriate tools and selected the following self-made tools.

(i) Questionnaire for the Librarian
(ii) Questionnaire for the Staff Members
(iii) Questionnaire for the Students
(iv) Observation Schedule
(v) Interview Schedule for the Principals.

1.6.4 Description of the Tools

1.6.4.1 Scope of Librarians' questionnaire

(i) Educational background of the librarian
(ii) Library room and accessories in it
(iii) Books available in the library and their arrangement
(iv) Mode of purchase of books to the library
(v) Funds available to the library
(vi) Sitting arrangement in the library
(vii) Book-bank system available
(viii) Newspapers and magazines purchased to the library
(ix) Preservation and display of books
(x) Steps taken for damaged books
(xi) Issue and return of books

1.6.4.2 Description of Librarians' Questionnaire

The questionnaire for the librarian contained questions on various aspects of the organisation and utilisation of library. This questionnaire had the following six parts.

Part A: General information about the college

Part B: General information about the Librarian

Part C: General information about the Assistant Librarian
Part D: General information about the person in-charge of the Library

Part E: Organisation of the Library

Part F: Utilisation of the Library

In all, there were 57 questions in the questionnaire with 28 additional questions. These questions were of the following categories.

(i) Restricted response type questions
(ii) Multiple choice type questions
(iii) Supply type questions

1.6.4.3 Scope of Staff Members' Questionnaire

(i) Identification data of the Staff Members

(ii) Views of the staff on the organisation of their libraries

(iii) Views of the staff on the utilisation of their libraries
(iv) Suggestion of the staff for better organisation and utilisation of their libraries

1.6.4.4 Description of the staff Members' Questionnaire

The questionnaire for the staff contained two parts - Part A: Identification Data and Part B: Organisation and utilisation of Library. In all, there were 13 questions in the questionnaire with 7 additional questions. The questions were of open-end and close-end types.

1.6.4.5 Scope of Students' Questionnaire

(i) Identification data

(ii) Physical facilities available in the library

(iii) Issue of books to the students

(iv) Return of books

(v) Disobedience to the library rules

(vi) Suitability of Library time

(vii) Suggestions for best services of the library.
1.6.4.6 Description of Students' Questionnaire

The questionnaire for the students had three parts. Part A: Identification Data, Part B: Organisation of the library, and Part C: Utilisation of the library. The questionnaire contained 24 questions with 20 additional questions. The questions were (i) restricted response type (ii) multiple choice type, and (iii) Supply type.

1.6.4.7 Scope of the Observation Schedule

(i) Storing of books

(ii) Physical facilities in the library

(iii) Sitting arrangement in the library

(iv) Mode of issue of books

(v) Cataloguing system

(vi) Opening hours

1.6.4.8 Description of the Observation Schedule

The observation schedule contained two parts - Part A: Name of the Institute and date of
observation and Part B: The above mentioned six aspects of the library with sufficient space for recording actual observation.

1.6.4.9 Scope of the Interview Schedule for the Principals

(i) Their opinion about the availability of funds to the library

(ii) Their opinion about acquisition of books from the market

(iii) Their opinion about organisation of their libraries

(iv) Their opinion about utilisation of their libraries

(v) Their opinion about the bottlenecks on any aspect of the library

1.6.4.10 Description of Interview Schedule for the Principals

The interview schedule for the principals contained ten questions. All these questions were
framed to elicit responses from the Principals for better organisation and utilisation of their libraries with probable solutions to overcome the bottlenecks. The interview schedule had two parts - Part A: Name of the Institute, Name of the Principal and date of interview and Part B: Questions.

1.6.5 Collection of Data

1.6.5.1 Collection of data from the Librarians

The researcher personally approached all the librarians of the Training Colleges, CTEs and IASEs and requested them to extend full co-operation in the matter. On different dates, the researcher went to different institutions and handed over the questionnaires to the librarians and requested them to fill up the questionnaires with up-to-date and accurate information. Once again, the researcher went to the institutions to get back the filled-in questionnaires from the librarians. In this way, data were collected from the librarians.
1.6.5.2 Collection of data from the staff Members

The researcher met the staff of different institutions on the very day of meeting the librarians and handed over the questionnaires. On her next visit to that institution, she collected the filled-in questionnaires from the staff. However, for administering the questionnaires and collecting the filled-in questionnaires, the researcher could not meet all the staff on one day. So, she had to go to an institution on different dates to meet the staff.

1.6.5.3 Collection of data from the students

With a request letter from the Guide, the researcher moved from institution to institution. First she consulted the Principals and requested them to allow her to administer the questionnaires. The researcher explained to the students the purpose of the study and the modalities of filling up of the questionnaires. The students filled in the questionnaires on the spot and the filled-in questionnaires were collected from the students then and there.
1.6.5.4 Collection of data from actual Observation

The researcher moved from institution to institution and personally observed the libraries.

1.6.5.5 Collection of data from the Principals

The researcher approached the Principals personally, interviewed them and recorded their views.

REFERENCES


2. ibid.

3. ibid.


5. ibid.


8. ibid.


