CHAPTER 5

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The ever evolving education system continuously experiments on learning methodology. It is factually true that students learn more while they have hands on experiences. Moreover, instead of mugging up some facts, students learn better if they take up projects in various subjects. India’s Central Board of Secondary Education (CBSE, Delhi) has recently updated the school education policies and practices by introducing formative and summative assessment system for the students. The assessment criteria will definitely help them in learning without burden and enhancing their content development. In this system, the students get more hands on experiences and practical knowledge which will help in their future. For project-based learning method and content development, teachers and students need to be updated with the resources. Library is the only place from where students and teachers both can update their knowledge. Today’s libraries have tremendous scope of updating the facts and figures as web-sources are easily accessible. It is very important that the librarians and the teachers collaborate with each other for assigning such projects to the students. Librarians and the teachers should not work as separate islands for school’s progress. The school authorities should encourage the collaboration and give opportunity to the teachers and librarians to work together.
According to UNESCO IFLA School Library Manifesto, "It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills."

In the present study, the investigator has tried to find out whether there is any such collaboration between teaching community and librarians in the sample schools. The investigator asked a couple of questions to 6 to 8 teachers of each school and the librarians of all eight schools. The result which that emerged is depicted in the graphs below (Graph 5.1 to Graph 5.12).

**LIBRARIANS' VIEW**

In the present study, all 9 librarians' views are collected through questionnaires. Some of the librarians are interviewed personally. The objective is to see how much are they involved in the teaching-learning process of their school and how much collaborative approach do they have with the teachers of their schools.

The librarian of West Zone CBSE school, says that she never gets herself involved in deciding class projects which are part of the curriculum. But sometimes teachers request her to help. She expresses her eagerness to help the teachers. Three teachers say that the projects are given according to the curricula. So there is less scope of librarians to get involved. But 2 of them say that they 'sometimes' consult the librarian.
The librarian of East Zone CBSE School says that some of the teachers consult with her before giving projects to the students. She says that teachers never tell her to help and she is not interested to collaborate with the teachers in this respect. Though in this school teachers are involved in book selection process, it seems that librarian is not eager to take active role in the academic activities of the school.

The CBSE North Zone School has assigned 2 library periods per class per week. The library issues two books per week per student. There are two librarians in the senior library. One of them says that the projects are given according to the curriculum. So there is very less scope for the librarians to suggest. But the teachers frequently ask the librarians to help. The librarians say that they are eager to help the teachers.

The South Zone CBSE school library issues two books per week to the students of grade 8 and 9. The students even enjoy 2 library periods per week. The librarian says that the teachers always consult with the librarian before giving projects to the students. The librarian is also very eager to assist the teachers. But the teachers say that they ‘sometimes’ consult the librarians. Most of the time they assign projects according to the curriculum.

In the West Zone State Board School, the librarian says that the teachers give suggestions for book selection. The teachers take active part in the library development. The teachers assign projects to the students according to the curricula. They do not consult the librarians.
In the East Zone State Board School, librarian says that the teachers always ask her for the availability of the information sources before assigning projects to the students. But most of the teachers say that there is less scope for involving librarian in this process as the projects are given according to the curricula. Very interestingly, one teacher says that they do not teach according to project method. There is a clear mismatch in the answers given by the teachers and librarian.

The South Zone State Board School has a very small separate library with only 250 books as in its possession. They run class libraries. The librarian says that there is no scope for her to help in the teaching-learning process of the school. There is no qualified librarian. The vice-principal of the school takes care of the library.

The North Zone State Board School is a government-run school. The library does not provide any service. It only distributes text books which are given by the government. The students do not go to the library. The librarian refused to answer the questions. The library does not provide the basic library services so there is no collaboration at all among the teachers and the librarian.

CONSULTATION WITH THE LIBRARIANS

Libraries should be a major area of happening in any school. Ideally students should be encouraged to use libraries as much as possible. The librarians should be cordial to the students and teachers. To make students learn effectively, library should play a vital role in schools. At the same time, the teachers should also encourage students to use libraries for surfing.
various information sources. The teachers and the librarians together can make their students use information sources effectively and efficiently. For that it is absolutely necessary for the teachers to collaborate with the librarians and vice versa.

In the present study, the investigator has tried to find out how much collaboration among teachers and librarians exists in all the schools.

The teachers of schools of CBSE East Zone, CBSE North Zone and CBSE South Zone consult the librarians in a better way than other schools (Graph 5.1). In contrary to that, in CBSE East Zone School, the librarian is not very eager to help. This means that the teachers take their own initiatives to use the library. In State Board Schools of West Zone and East Zone, 3 of them say that there is no scope to get the librarians involved in projects given to students. Actually speaking the state board schools do not have project approach in teaching-learning process.
Consultation with the librarians: Teachers' view

Graph 5.1

It is absolutely clear from the data that there is no policy or central rule in any of the schools to collaborate with the librarians. Probably individual teachers at times take help from the librarians on their own initiatives.

The teachers were asked whether they were invited to classrooms while assigning projects to the students. The data is represented in Graph 5.2.

The teachers of schools of CBSE East Zone, CBSE North Zone and CBSE South Zone consult the librarians in a better way than other schools. But in CBSE East Zone School, the librarian is not very eager to help. This means that the teachers take their own initiatives to use the library. In State Board Schools of West Zone and East Zone, 3 of them say that there is no scope to get the librarians involved in projects given to students. Actually speaking the state board schools do not have project approach in teaching-learning process.
The data shows that, all CBSE West Zone teachers, 3 of CBSE East Zone teachers, all teachers of State Board West Zone, 2 of State Board East Zone, and 1 teacher of State Board South Zone say that there is no scope for the teachers to call the librarians. It means, 17 teachers among 42 say there is no scope. Thirteen teachers, all together, say that they never call librarians for helping in assigning projects to the students. Only 6 teachers, from the entire sample of teaching community say that the librarians are called to the class while assigning the projects to the students.

Ironically, all the teachers except for 1 (who has not answered this question), say that they would like to have the librarians to help them in their teaching when they are asked whether they would like to have librarians’ help.
From the other answers what the teachers have said it appears that in these schools in practice, the librarians are not asked for help or they do not help the teachers. The reasons could be less importance given to the library and librarians. As it is mentioned earlier, there may not be any school policy to include librarians in the teaching learning process. There may be lack of initiatives on the part of the librarians as well.
Whether students are suggested to consult librarians for selecting information sources

- Always
- Frequently
- Sometimes
- Students manage on their own
- Very rarely

The teachers are asked whether they suggest the students to consult librarians for selecting information sources. Graph 5.4 depicts the result.

Four teachers of CBSE South Zone school and 5 teachers of CBSE West Zone have said that they ask their students to consult librarians either ‘always’ or ‘frequently’. In CBSE West Zone, 3 teachers have said that they ask the students to consult librarians frequently. In all three State Board Schools, most of the teachers have said that the students manage on their own when it comes to selecting information sources. In State Board South Zone School, the teachers say that the students manage on their own. The school has a very small library with 250 books only. So it is very clear that the students do not get basic library facilities. On the contrary, 26 CBSE teachers and 10 State Board teachers have said that they ask their students to go to librarians for selecting information sources either ‘always’ or ‘frequently’ or ‘sometimes’.
In Chapter-4, it is shown in the Graphs.4.14 and 4.16 that most of the students think that librarians are not very important in their school lives. There is a mismatch in what teachers have said and what the students think. This clearly shows the inability on the part of the librarians.

The teachers were asked whether they considered library use as one of the criteria for assessing the students’ performance in project. The responses are illustrated through Graph 5.5:

![Graph 5.5](image)

Five CBSE teachers and only 2 State Board teachers have said that they ‘always’ consider library use as one of the criteria in evaluating students’ projects. Six CBSE teachers (3 from West Zone, 1 from East Zone, 2 from North Zone) have said that they consider library use as one of the criteria for evaluation of students’ projects. In East Zone State Board School, 5 teachers have said that they ‘never’ consider library use as one of the
criteria for evaluation. The Graph 5.4 shows that, in all State Board schools, teachers think that library is not very important for the students.

TEACHERS' CHOICE OF INFORMATION SOURCES

In schools projects are given to make students understand the concepts in a better way. For executing the project they need to search various information sources. The teachers are expected to suggest the sources from where the students can gather information. The investigator has tried to do a comparative study of importance of various information sources which are suggested by teachers.

When teachers are asked what types of information sources they suggest for any kind of projects, the answers of different schools are of varied nature. In the following graphs (Graph no 5.6 to 5.13), the horizontal bars represent the values (number of teachers multiplied by value assigned to 5 options. The values assigned to the options are shown within parenthesis in the graphs). The x-axis represent the value and y-axis represents answer-options.

Teachers' View: CBSE Schools

In CBSE North Zone School (Graph 5.6), most important sources are Newspaper and reference books. These sources are suggested by teachers either 'always' or 'frequently'. Web-sources are suggested either 'frequently' or 'sometimes'. CDs are the least suggested information sources.
In CBSE South Zone school, (Graph: 5.7) Newspaper is the most important source according to teachers. Reference books are either suggested ‘always’ or ‘frequently’. Most of them suggest web sources ‘sometimes’. CDs are also suggested ‘sometimes’ by many teachers.
In the CBSE East Zone (Graph 5.8) Newspaper and web-sources are mostly, ‘always’ suggested by the teachers. A few of them suggest reference books ‘always’. CD are the least suggested ones.

In CBSE West Zone school,(Graph 5.9) newspaper is the source which is most of the time suggested by the teachers. Reference books are either suggested ‘always’ or ‘frequently’. Unlike CBSE East Zone, CDs are ‘frequently’ suggested by a few. Web sources are also suggested ‘frequently’ by a few.
In all CBSE Schools, one thing is common that the teachers give lots of importance to newspapers and reference books. The implications of giving importance to reference books means that they give importance to school libraries as well. In CBSE projects are given as the part of the curricula. In these projects use of newspaper play a major role.

**Teachers’ View: State Board Schools**

In State Board North Zone School (Graph 5.10), Newspaper is the source suggested by the teachers. It is already mentioned earlier that this library does not provide any service to the users. The librarian only distributes text books to the students.

In State Board South Zone school (Graph 5.11), newspaper is the most important source of information. The teachers suggest newspaper either ‘always’ or ‘frequently’. Even reference books are also suggested either ‘always’ or ‘frequently’. Web sources are suggested by teachers either ‘sometimes’ or ‘very less’. CDs are suggested by most of them ‘sometimes’.

![Suggested information sources
State Board North Zone](image)

**Values**

Not at all (1)
Very less (2)
Sometimes (3)
Frequently (4)
Always (5)

Graph 5.10
Graph 5.11

In State Board East Zone School (Graph 5.10), newspaper and reference books are the most important information sources suggested ‘always’ by most of the teachers. Web sources are suggested ‘sometimes’ by most of the teachers and ‘not at all’ by a few. CDs are the least suggested information sources by most of them.
In State Board West Zone School (Graph 5.13), reference books and the web sources are suggested 'always' by most of the teachers. These two sources are most important according to State Board West Zone teachers. Also unlike other schools, CDs are also suggested 'always' by a few. Very interestingly, newspaper is suggested 'always' by a few teachers and at the same time another few suggest newspaper 'very less'.

In all State board schools also, Newspaper seems to be the most important source of information.
Teachers' View: Over-all picture

If we consider over-all picture (Graph 5.14) of the scores obtained by various information sources according to the choices of the teachers, the most suggested source is newspaper. The second most suggested is reference books. Though the teachers prefer to suggest reference books, still only 9 teachers out of 50 from all the schools (Graph 5.5) consider library use as one of the criteria for evaluating project work of the students.

The entire result implies that there is either very less or absolutely no collaboration between teachers and librarians.

Graph 5.14

One of the objectives of the present study was to study the co-relation between library use by the students and collaborative approach between librarians and teachers. However, the survey shows that there is no collaboration among teachers and librarians. This implies that the use of school libraries by the student respondents of the present study, does not depend on the 'collaboration' of teachers and librarians. Ideally speaking,
the involvement of teachers in the library work of students and involvement of librarians in the academic work of teachers and students is a must to enhance the library use in effective way. In the present study it shows that the students are using the libraries not as academic resource centre. Even the teachers are also not using library as the resource center. There may be various reasons for this. One of the major reasons, may be, the less importance given to the libraries by the school authority, most importantly less budget and recruitment of non-professional librarians.

SUMMARY OF MAJOR FINDINGS

- Most of the teachers (12 among 50) say that the projects are given according to the curricula. There is no scope to discuss with the librarians before assigning projects to the students.
- All the librarians (except for one in North Zone State Board School and East Zone CBSE school), say that they are eager to help the teachers.
- Most of the teachers (18 among 50) say that there is no scope to invite the librarians to the classes while assigning projects.
- Most of the teachers (except for 1 in West Zone CBSE School, and all 6 teachers in North Zone State Board school), 43 among 50, say that they would like to be helped by the librarians.
- Twelve teachers say that they 'always' suggest students to get help from the librarians.
• Only 8 teachers say that they consider 'library use' as one of the criteria for project evaluation. Seventeen teachers say that 'sometimes' they consider 'library use' as one of the criteria for project evaluation.

• Talking about importance of information source/s, newspaper seems to be 'most important' among all according to the teachers. The second 'most important' source is 'reference books'.