INTRODUCTION
Chapter - I

INTRODUCTION

Libraries are considered to be an integral part of the academic and investigative research leading to various types of development. In today's context when we look at the role of the libraries, we are confronted with the new challenges, a new reality which has arisen because of the advent of the rapid changes in the knowledge base. The libraries of the 21st century have to be conceived not merely as the storehouse of knowledge but as an effective mechanism to facilitate dissemination of knowledge, promoting information and knowledge sharing. The libraries of the 21st century have to be an effective support mechanism for both the dissemination and cultivation of knowledge. The libraries should facilitate the transition of today's literate society to a knowledge-based society of tomorrow.

With the advent of information technology the role of the libraries is undergoing a rapid change. Information literacy is an indispensable part of the information empowerment process. The role of libraries in this information age is very important. They provide empowerment through education. There is no doubt that libraries continue to play a very vital role in the acquisition and dissemination of information. Even in this electronic age the role of libraries cannot be undermined.

The “Library”:

According to the Oxford English Dictionary as early as 1374, the term “Library” was employed in English to refer to a place where books were kept for “reading, study, or reference.” By the nineteenth century a
library was also regarded as "a building, room, or set of rooms containing a collection of books for the use of the public or some portion of it, for the members of a society; .. a public institution or establishment charged with the care of a collection of books." In this definition, emphasis is on the care of the collection. The role of the human being who matters in its use, is missing from it.

But the modern concept of a library is not only the collection and care of the collections. It means much more. International organisations for standardisation has defined library as "irrespective of the title, an organised collection of printed books and periodicals or of any other graphical or audio-visual materials, and the services of a staff to provide and facilitate the use of such materials as are required to meet the informational, research, educational or recreational needs of its users." ALA glossary of library and information science has defined library as a collection of materials organised to provide physical, bibliographic, and intellectual access to a target group, with a staff that is trained to provide services and programmes related to the information needs of the target groups.

According to S.R. Ranganathan, a library is "a public institution establishment charged with the care of a collections of books, the duty of making them accessible to those who require the use of them and the care of converting every person in its neighborhood into a habitual library-goer and reader of books." Thus a library is regarded as a public institution which is also expected to convert the potential readers into actual readers. This is the concept of a modern library.
In the words of Bacon—“Libraries are the shelves where all the relics of saints, full of virtue and importance are preserved and reposed.”

A modern library, with a few exceptions is regarded as a service institution. It’s aim being to enable the users to make the most effective use of the resources and services of libraries. This type of library acquires material, processes it, and makes it available for use rather than preservation. It allows open access to its collection and provides service to its users.

The New English Dictionary, published in 1901 defined a “library” as follows: -

“A library is a public institution or establishment charged with the care of a collection of books and the duty of making them assessable to those who require use of them.”

**Brief History of Libraries:**

It was a profound comment by Viscount Samuel that “libraries are the collective memory of mankind,” because they have existed since ancient and classical times.

Most of the ancient libraries were of clay tablets or papyri. In ancient Egypt, the libraries were usually part of the temples. At a later period, ancient Rome was probably introduced to libraries through considerable collections acquired after successful wars. With the invasions of the barbarians and the fall of the Western empire in 476, the old learning and libraries alike were swept away. During the first few centuries of the medieval period, few cared for libraries. Then, the
collecting of books was almost entirely confined to the monasteries. The monks also assumed responsibility for the duplication of books and many fine illuminated manuscripts, laboriously scripted and colored, are now part of our national heritage. Vellum was used instead of papyrus, thus making possible a book in its present form. But gradually towards the end of the middle Ages the monasteries declined. The college libraries were established about this period, and both the monasteries and colleges had a form of organisation which has become known as “chained libraries”. The books being few in number and extremely valuable were laid on desks and chained to a bar. The university libraries of Oxford and Cambridge date from the fourteenth and fifteenth centuries.

Buddhist monasteries like Nalanda, Tokshyasila, and Varanasi were the recorded library centres in ancient India. The kings and chieftains of different states had a good library of rich collection of manuscripts and other materials. ‘Tols’ and ‘Pathsalas’ in ancient Assam had a good collection of books in the form of library. The Ahom king patronised scholars for writing books in different disciplines.

Libraries of different religious sections had been established in centres round the different temples scattered all over Assam. During Vaishnavite movement a new era and light has been focused in the cultural, Social, religious and educational life of Assam. A new library system had grown up in centres round the Namghars and Satras in different places of Assam. Besides private libraries of different scholars and panditas had a good collection of manuscripts. Writing of books was a very troublesome business at that time. The manuscripts were written
either in bhujapatra or in sashipatra in kaithali scripts. Books were beyond the reach of common people. Libraries were few, collection were limited and confined to a particular section of readers in the society. The copper plates were designed by Hangul and Hytal. Besides copper plate, the stone inscription of different scripts were the recorded history and civilisation of different periods during the Ahom rule. Books were regarded as a part of holy scriptures. Writers were offered special honors in the society and occupied highest place in the king’s court.

During the British rule, with best effort of Reverend Nathan Brown and A.C. Cuttar, a new era had been established in the educational history of Assam, after the printing of first Assamese magazine “Arunodoi”. Libraries were established with limited collection of books in higher educational institutions.

After independence academic libraries have grown up in centres round the present higher educational institutions all over the state. Public, industrial, research and special type of libraries were also set up in different places of Assam.

The idea of having a library in the school stage came from European countries. When the English seized New York in 1664, they started furthering the cause of public education through libraries. During the early part of 1800’s New York Governor Mr. Dewitt Clinton visited Europe and during the period of his stay in France, he was inspired to see the role of the school libraries. He immediately recommended formation of better school system with a provision of school library.
In India, the school library concept was not rich during the British period. It was only after independence that Indian Government thought over it, though casually. The formal recognition of school library was given by the Mudaliar Commission on Secondary Education in 1952 and also by the Kothari Commission in 1964. But their recommendations were not followed by most of the provincial Governments for best reasons known to them only. However, the recommendations played a great role in setting up libraries in central Government schools and other English medium public schools throughout the country.

**Aims of the school library:**

It goes without saying that the basic aims of the library must in the best analysis be those of the school itself. The aims and objectives of libraries as given by The American Library Association Committees as post war planning may be stated as follow:

1) *To acquire books and other materials in line with the demands of the curriculum and the needs of boys and girls and to organise these materials for effective use.* The school library is no longer made up exclusively of books. It has become a centre for the collection, organisation and servicing of a great variety of educational materials including periodicals, pamphlets, and other tools of learning such as audio-visual aids. The selection of these items is a continuous co-operative enterprise carried on by the librarian with the advice and help of the instructional staff and sometimes of pupils. The efficiency of the library as an educational enterprise depends upon its organisation. Its resources must be classified, cataloged and filed. These processes are not ends in
themselves. They do not make a library any more than housekeeping routine makes a home. They are worthy goals only in so far as they increase the efficiency of service to pupils and teachers.

2) **To guide pupils in their choice of books and other materials of learning desired both for personal and curricular purpose.** In all phases of his work the pupil now requires many books and other materials instead of one and must be helped to make appropriate choices by both teachers and librarians.

3) **To develop in pupils skill and resourcefulness in their use of books and libraries and to encourage the habit of personal investigation.** At present the school emphasizes the necessity for pupil investigation and the development of skills in carrying it forward. In some fields of learning the laboratory may be the pupils mainstay, but even the laboratory has its limitations. There comes a time when resource must be had to the printed page. So arises the demand that pupils be taught how to employ printed tools for themselves. They must acquire skill in the use of dictionary, encyclopedia, card catalog, and periodical indexes. They must learn how to use the printed parts of a book to advantage—its index, its glossary, its table of contents. They must be able to cite references correctly and to compile lists of materials in good form. As they learn to do these things effectively, they see the possibilities, in personal investigation and some, at least, develop the habit of such investigation.

4) **To help pupils establish a wide range of significant interests.** The all-round personality toward which the educator hopefully looks as a result of the pupil’s experiences in school is characterized by a wide range of
interests. The library is in a particularly favorable position to help pupils cultivate these. Through books and magazines, exhibits, lists and publicity, it encourages pupils on hobbies and intellectual pursuits and opens the way to richer living.

5) To provide aesthetic experience and develop appreciation of the arts. To many boys and girls the library room, beautiful architecturally, bright with books and exhibits, is in itself an aesthetic experience highly appreciated but hard to express. Comfortably seated and reading at will in this happy environment, the pupil’s emotional response to what is lovely in the realm of literature has a better chance of being satisfactory than under less heart-warming conditions.

6) To encourage lifelong education through the use of library resources. Adult education begins in the school library. Backed by the skill he has acquired in the use of library tools, encouraged by school day successes in the pursuit of knowledge through the use of these tools, and cognizant of the pleasurable and aesthetic satisfactions in reading, the pupil learning school is all set to take his own education in hand to pursue it by way of that “People’s University,” the public library.

7) To encourage social attitudes and provide experience in social and democratic living. A notable contribution to the pupil’s social awareness is made by providing in the library itself opportunity for social and democratic living. There is no ban on group work. Rather, such work is encouraged in so far as physical conditions permit. The prevailing atmosphere is that of helpfulness, fair play and co-operative effort. The librarian helps the pupil lost in a reference problem. Discipline and
attendance are democratically managed in many libraries by student
officers. Library squads or committees assume responsibility for various
phases of library activity and in so doing help to demonstrate in the school
the qualities of the good citizen.

8) **To work co-operatively and constructively with the instructional
and administrative staff of the school.** Cooperation in such matters as
selection and acquisition of books and reading guidance is not enough.
The librarian in a well managed school participates in the planning
and construction of the school programme, i.e., he/she attends and takes part
in faculty meetings, serves on curriculum committees, and engages
actively in the discussion and formulation of social and administrative
measures as any other wide-awake member of the educational group with
whom he/she is associated.

**Secondary Education:**

Secondary education is the most important stage of education in
building of a nation. It provides the vital link between the primary
education on the one hand and the higher education on the other. It is
the stage of education which helps children to become a full member of
a complex modern society of today. It develops to the highest potentiality
the child’s ability, aptitudes, interest and qualities of character. Secondary
stage of education enables an individual to enter his life as
knowledgeable active minded individual. Generally in India students
belonging to the age group from 13 to 17 in schools are called secondary
school students.
According to Professor H.C. Dent—"Secondary education is the stage of education necessary for all children expecting to become members of a complex modern society, which building on a secure foundation of primary education, attempts by providing for adolescents a satisfying school life, and by developing to their highest potential his ability, his healthy attitudes, interest, and qualities of character to bring him to the threshold of adult life adequately prepared to enter upon that life as knowledgeable, active minded and socially individual, a citizen aware of his privileges, rights, duties and objects as a member of a democratic society, and eager to take them all up, and as a worker sufficiently skilled to begin not only to support an individual life of his own but to make a reasonable contribution through his work to the natural and spiritual wealth of the community, and to know why he should do so and be satisfied with the reason."

Committee on the orientation of secondary education of the Department of secondary school principals in America defines Secondary Education as follows:

"Secondary education denotes the education provided by schools for the purpose of guiding and promoting the development of normal individuals for whom on the one hand elementary school no longer constitutes a satisfactory environment and who, on the other hand, are either not prepared to participate effectively in society unguided by school or not ready for specialized work of the professional schools or the upper division of the liberal art college."

Thus the secondary school education should help the youth-
develop his all-round capabilities so that at the end of his educational career he can play his role efficiently as a capable member of the complex modern society.

There is considerable divergence in the definition of secondary education in terms of specific age range. It is now universally recognised that the period of secondary education covers the age group of about 11 to 17 years. The Secondary Education Commission (1952-53) suggested that "properly planned education, covering about 7 years, from 11 to 17 years should enable the school to give a thorough training in the courses of study taken up by the student and also help him to attain a reasonable degree of maturity in knowledge, understanding and judgment which would stand him in good stead in later life." The commission recommended that after 4 or 5 years of primary education, Secondary education should cover a period of 7 years, from the age of 11 to 17 years. The Kothari Commission (1964-66) suggested that primary education should cover the first 7 or 8 years and secondary education should follow two cycles i.e., lower secondary, corresponding to 14, 15 and 16 years, and higher education comprising classes xi-xii.

At present in Assam school education is divided into two stages:

i) The Elementary Education

ii) The Secondary Education

The Elementary Education is again divided into two stages:

i) Lower Primary (from class i - IV)

ii) Upper Primary (from class v- vii)
Similarly Secondary Education has also two divisions

i) Secondary (from class viii - x)

ii) Higher Secondary (from xi -xii)

**Library and Education:**

Education has contributed to the shaping of the destinies of societies in all the phases of their development and has itself never ceased to develop. It has been the torchbearer of humanity's most noble ideals. In this sense, as an agent for social change, education necessarily reflects its main ethos, hopes and aspirations and concerns. School education is an important segment of the total educational system expected to contribute significantly to the individual as well as the national development process.

School age is a formative stage of human cycle. The habit formed during that period becomes the nature of the individual in future life. The habit of reading books and similar reading materials should be encouraged and developed most seriously in the early stage of human life. In advanced countries like U.K. and U.S.A., children are made to run first of all to the school and public libraries for source materials for their project works. This system inculcates the habit of using library in the children which runs as an under current throughout one's whole life. But in the developing countries like India the system of use of library in school level is kept at a low ebb.

Our children are our future. It is said that today's students are tomorrow's citizens. The future of our nation solely depends upon them. The task of building an enlightened, strong and prosperous nation rests on
the shoulders of its children, who are to be cherished, nurtured and
developed with tenderness and care. Education has always played this
important role and has thereby emerged as a natural characteristic of
human societies. So if we can give good quality education and training
today, then only we can hope for a better tomorrow. So we should be very
much conscious about our present education system. Spontaneously, when
we say about quality education we have to think about a library also with
the other necessary materials. Mainly library in the school is one of the
prime needs for quality education. Because we cannot achieve the aim of
quality school education only through the learning of traditional school
subjects like Language, Mathematics, Science, Social Studies, Arts etc.
For the all-round development of a child he should have to learn much
more than these subjects. Library is the demand of the present, modern
fast changing world also.

According to National curriculum Framework for school
education-Education ideally must prepare students to face the challenges
of life. For this, it needs to be intimately linked with the different life
skills, the abilities for adaptive and positive behaviour that enable
individuals to deal effectively with the demands and challenges of
everyday life, by developing in them skills, related to a wide variety of
areas, such as health and social needs.

Library is intimately related at every level and to every type of
learning. Education in its broadest sense is any process by which an
individual gains knowledge or insight or develops attitudes and skills.
Library has been regarded as a storehouse of knowledge and a living pool
of culture. But this concept has been changed now. An Academic library is the beating heart of an educational institution. Its main objective is to provide the right information to the right user at the right time. Being a social institution, it is to cater to the needs of various categories of users ranging from the laymen to the scientist.

A good library helps the students in providing them with the books, which not only widen their mental horizon but also guides them in evolving a healthy philosophy of life. Books play a great role in one’s life and in molding one’s character and personality. Our students also look at books for guidance. Thus books are the friend, philosopher and guide of the individuals in general and for the students in particular. Books are the treasure of life. Through books knowledge can be transmitted from one generation to another, from one corner of the globe to another. They preserve the culture of the past and accumulate for us the ever growing and developing knowledge. Books ensure the preservation and progress of a nation’s culture and civilization. These embody the achievements and ideas of a man, his success and failures, fears and aspirations and motivate the reader to exercise his own mind. Although in this present society many things like the computer, the Internet and other facilities are available in the libraries, but these are unable to take the place of a book.

The role of library for the fulfillment of intellectual, moral, social, cultural and recreational objectives of education is worth mentioning. So it is the duty of all of us to organise a library in schools, enrich it from time to time and to expand its services so as to benefit each and every student. It is completely impossible for a student to purchase all the
important books required by him or her. The school library is the only place where they can get their required books and also they may read any number of books they like. This creates an interest towards studies in them.

The library serves a useful purpose in broadening the outlook of the students by placing before them a vast treasure of knowledge. If the school library is staffed, equipped and organised in such a way that it becomes a contributory factor in the learning process of boys and girls, then it can be said to serve the requirement of the educational philosophy of the particular school and solve the problems of teaching the use and enjoyment of books.

It is now universally recognised that 'Right to Education' should be enforced with the 'Right to Information'. Library as information centre offers a wide range of services. It has an important role to play in the extension and improvement of education. A well-equipped and well-managed library is the foundation of modern educational infrastructure. As secondary education is considered one of the most important stages of education, the role of libraries in the secondary schools is very much essential.

The role of the school library is to supplement the efforts of the teacher to attain the objectives of it. The important contribution that the library can make in this direction can be best explained by quoting from the report the Mudaliar Commission:

"Cultivation of general reading in order to reduce the stress on text books and to widen the sphere of thinking in an original manner on the
part of the students is a vital necessity. As the library will contain standard and authoritative reference books, up-to-date in their information, as well as books on the subjects of the curriculum, it will definitely be an attraction to the growing mind of the adolescent which often craves for wider and more challenging presentation and appreciates contacts with more creative minds that text-book writers are generally gifted with.

The standard of interest and general knowledge is so deplorably poor in Secondary schools that it has become a matter of the highest priority to promote the desire for and habit of reading amongst the students. This means, in effect, the establishment of good libraries in schools and provision of an intelligent and effective library service. Individual work, the pursuit of group projects, many academic hobbies and co-curricular activities are pre-requisites of a good and effectively run library. The library may well be regarded as an essential instrument for putting progressive methods into practice."

It must always be true of libraries intended for the benefit of students or the general public, as distinct from private collections, that the best will be the one with the smallest proportion of it's books on it's shelves at any given time. For, in this modern age, the store of accumulated human experience is so vast- that in spite of the manifold media for publicity and inter communication the great bulk of it can only be transmitted through the written word; and a library is the essential channel by which the wisdom of the past can be brought to aid or to satisfy the needs of the present.

To teach the proper significance of reading and writing is one of
the main aims of education. In order to write well it is necessary to read well and there is hardly any branch of study, even the most practical, which does not bring us sooner or later to the use of books. How to extract from them, ruthlessly yet reverently, the last ounce of value is therefore one of the things which every teacher should know and every student should learn. The library should be literally and figuratively the hub of every educational institution and the librarian should be the friend, philosopher and guide of all its inhabitants.

Functions of a School Library:

The functions of a school library are varied and significant indeed.

1) Library is a source of intellectual feasting both for the students and the teachers. It serves as an effective medium for the expansion of mental horizon, the satisfaction of intellectual thirst, and the stimulation of mind.

2) Library reading is self-education. A library helps the pupils to study independently. It has a creative function also. The students are stimulated to collect information and make use of the subject matter in their creative and original writing.

3) The recreational value of library reading is worth mentioning. A library provides the students a healthy environment for utilising their leisure. It redirects the energies of young adolescent to fruitful channels and distracts them from harmful hobbies and habits.

4) Library reading is a part of school education. It is a supplementary of the actual classroom work. It is indispensable for the modern methods
of teaching and also for curricular activities.

5) The linguistic importance of library reading is obvious. Supplementary reading in a library affords the students practice in the use of new vocabulary, in reading silently with speed and accuracy and in rapid comprehension of the subject matter. It strengthens their linguistic ability.

6) A school library has to play as much a vital role for enlightenment of the teachers as well as the students. It provides all the reference material so necessary for actual classroom work, extensive information necessary for the professional growth of the teachers and data for scientific investigations into the educational problems, so important for educational reconstruction of the community.

7) Library reading has a creative function also. The students are stimulated to collect information and make use of the subject matter in their creative and original writing.

The functions of the school library in the words of the Joint committee of the school library Association in Britain is:

"We seek in the library to make children familiar with the sight and use of a collection of books and to help them to grow to love and care for them, to provide material for the child's own recreational reading and explorations, to supply additional reading material, illustrating the subjects taught in class, to give opportunities for elementary instruction in the use of books and for carrying out group and individual projects, to give scope for the exercising of simple responsibilities and finally to prepare the way for the use of larger libraries including public library, in
adult life.”

To fulfill the demands of the recent educational thoughts and practices, use of library is of utmost importance. A school library generally serves the interest of both the students and teachers. The objectives of a good educational system is to equip individuals to be able to play their role in the society effectively and efficiently. A School library attempts to advance these objectives.

The libraries should be able to provide information and knowledge through methodical arrangement and systematic management and by this process; the libraries can make reading materials available appropriately and more quickly. By its very nature, library is a living apparatus, which preserves the knowledge of the past for the use of the present generation and ensures a link between the past and the present as also with the future.

Realising the grooming importance of libraries National policy on education 1986 has rightly emphasised, as - “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 libraries improved.”

A modern school library is supposed to serve as a resource centre. Traditionally speaking, collection of a school library would consist of books and magazines. In a resource centre, besides books and magazines, other documents such as computer, internet, tap recorder, maps, charts, gramophone records, films, video discs, micro film etc. are also
acquired. The school library exists to serve the objectives of its parent organisation. It is the part and parcel of the school set-up. The school library can play a very important role in helping the educational system to achieve its goals.

According to Dr. S. R. Ranganathan - "In a school that educates a pupil for a changing world, the school library should be a life workshop. It is in such life workshop that the problem solving attitude, so necessary for self-education, can be fostered in the minds of the students."

In the words of H.C. Dent - "With a good school library widely used, it is possible to teach children how to use books effectively - a lesson all of us must learn if we are to get the most out of them. It is a lesson not too easily learnt and far too rarely taught."

The importance of a well-organised library is further explained by the Secondary Education Commission in the following words:

"The library will be the hub and the centre of the intellectual and literary life of the recognised school and play the same part, Vis a Vis all the other subjects as the laboratory plays for science subjects or the workshop for technical subjects. In fact even in the case of science and technical subjects it will have a very important role. An intelligent teacher and interested class will rise or find themselves confronted with many issues and problems in the course of their work-in history, geography, science, literature etc. No text book could possibly provide the solution to all these problems or offer the information necessary for the purpose and no intelligent teacher will commit the folly of trying to do all the thinking or discovering all the material for his pupils."
Significance of the study:

Any formal education at any level can be conducted more effectively and efficiently only with a well-equipped library. As such a library has an important place in the secondary schools. The secondary stage is the most significant in the process of formal and institutional education and it helps in the allround development of the students such as-physical, mental, emotional, intellectual, spiritual etc. In fact secondary Education is that stage of education which helps children to become full members of a complex modern society. It develops to the highest potential of his ability, his aptitude, interest and qualities of character.

Good quality education is the need of the hour. But this is not possible without a well equipped and a well managed library. Unfortunately, in India and more particularly in Assam much attention has not been paid for a well equipped school library by the Govt. as well as the school authorities except in a few schools where sub standard library services are available. Majority of our schools do not have libraries at all. Some of them have got some collection of books dumped in close almirahs, which are rarely opened for use. Some teachers are usually assigned the charge of the library materials and are paid a meagre amount as honorarium. These teachers open the library when they are free. Most of them neither have a liking for books nor any knowledge of library techniques. The books are usually old, outdated, unsuitable and usually selected without reference to student’s needs, tastes and interests.

Hence some steps have to be taken seriously, to improve the prevailing conditions of the secondary school libraries. So, the investigator felt the need of making an in-depth study of the problem to highlight the
importance of school library in the quality improvement of education particularly at the secondary level.

Objectives of the study:

The present study was carried out with the following objectives:

1) To study the existing library facilities available in the secondary schools of Kamrup District.

2) To make a comparative study of the library facilities available in the rural and urban schools of Kamrup District.

3) To make a systematic assessment of the utilisation of the library facilities in the secondary schools of Kamrup District.

4) To study the utilisation of libraries for promoting proper reading habits among the secondary school students of Kamrup District.

5) To offer practical suggestions regarding adequate facilities to be provided in the secondary schools.

The following hypotheses were formulated to carry out the study in the light of the objectives mentioned above:

Hypotheses of the study:

1) The existing library facilities available in the secondary schools of Kamrup District are not satisfactory.

2) There is a significant difference between the rural schools and the urban schools with respect to library facilities available for secondary school students.

3) Proper utilisation of the existing library facilities is found to be lacking in the secondary schools.

4) The school libraries have not been able to promote proper reading habits among the students.
Limitations of the study:

The present study is aimed at making an appraisal of the library facilities and their utilisation in the secondary schools. It is therefore an extensive study. Due to certain limitations this study could not be conducted covering all aspects of the library organisation.

1) The first limitation relates to the area under study. The researcher limited his study only to Kamrup district. This district was selected because of its expanding educational facilities. Moreover in this district both English and Assamese medium schools under different types of management i.e. provincialised, private, government, recognised/venture schools from both urban and rural areas could be represented in this study. Kamrup district could represent a picture of the entire state scenario.

2) The second limitation relates to the stage of education. The secondary stage was considered in this study because the investigator felt that during this period boys and girls become more serious with their studies and libraries have an important role to play as a source of information as well as deciding the quality of teaching-learning process.

3) Only the secondary schools under Secondary Education Board of Assam(SEBA) were considered for the study. Schools under CBSE/ICSE were not considered in this study, since some schools were reluctant to give the required information during the pilot study of this research work.

4) The fourth limitation relates to the medium of instruction. Although there are schools in Kamrup district offering different medium of instructions, only the English and Assamese medium schools were considered for the study.