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## HIGHER SECONDARY SCHOOL LIBRARIES IN INDIA AND CHHATTISGARH

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### **Abstract**

*The paper describes the present scenario of higher secondary school libraries in India and Chhattisgarh and discuss the role of Secondary Education Commission in development of School Libraries. Emphasis has been given for improvement of libraries in school education. Points have also been given to improve the conditions of higher secondary school libraries in the Chhattisgarh.*

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### **KEYWORDS :**

school library, Chhattisgarh

### **INTRODUCTION:**

India is a union of 28 states, 6 union territories and a national capital territory having a rich composite culture spanning many centuries. Since 1976 state and centre governments are responsible for education. Constitution of India provides for the following three lists: State List, Union List and Concurrent List. Under the State list, state governments are exclusively responsible for education in their respective states. Union government is responsible for maintaining national and integrative character of education under the union list. There has been a constant increase in the number of schools in the last few years. Though it is imperative to provide schooling facilities within a convenient walking distance to achieve the goal of Universal Elementary Education, it is also essential to provide a good quality of education to children to prepare them for the future. To impart good education to children we must provide good quality schools, which means providing certain minimum facilities in the schools to create a congenial atmosphere for the children to study in. The school library is such one of the important facilities, which should be available in each school. (Anonymous, 1999)

### **OBJECTIVES AND AIM OF HIGHER SECONDARY SCHOOL LIBRARY**

The higher secondary school library is the heart of the school, stimulating currents go out of it into every corner of the school. A school library does not exist for itself. It exists to serve the objectives of its parent organisations. A school library can play a vital role in helping the educational system to achieve its goals. The aim of a good higher secondary school library is to become a force for educational excellence. Higher secondary school library also helps in developing reading interests in children when they are young so that books may serve as life long sources of knowledge for them (Kumar, 1986). The

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main objectives of higher secondary school library are :-

1. To provide a supportive and stimulating environment for student and staff.
2. To encourage all students to reach their full potential as independent learners and develop a positive attitude to life-long learning.
3. To foster the enjoyment of reading as a recreational activity in all members of the school.
4. To support School curriculum by providing access to relevant resources for students and staff.
5. To provide resources (as appropriate) to support and develop the recreational interests of the students.
6. To provide the opportunities for the students to develop the knowledge and skills necessary to access library resources.
7. To develop an awareness in students of the importance of books and other resources as a means of recording and sharing human achievements, failures and aspirations.
8. To contribute to the development of positive personal attributes within each students.

### **PURPOSE OF LIBRARIES IN SCHOOL EDUCATION**

School is a gateway to knowledge and plays an important role in building up a love for reading. The school library is integral to this educational process. Encouraged at the right age, the children are sure to develop a love for books. "Catch 'em Young" is therefore the motto of the school libraries. According to IFLA/UNESCO School Library Manifesto, "the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. (Mahajan, 2010).

Dr. S.R. Ranganathan has found four aspects behind the necessity for setting up school libraries. From the angle of education these aspects are :- (i) Beginnings of universal education; (ii) Equality; (iii) Sociological pressure; and (iv) Inevitability of mass teaching. Adding to these ideas, it is to be said that the school library, if properly organised, can make a sound educational base for any individual. (Singh, 1998).

Ranganathan also describes the role of the library in the content of modern education in the following words "The library is the heart of the school, from which every activity in the school radiates and by which in all gets irradiated. The library should literally and figuratively be the hub of every educational institution and the librarian should be a guide philosopher and friend of all its inhabitants. (Lahiri, 1994).

The school library is integral to the teaching and learning process. The school library facilitates the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities or constraints.

While the role of the school library remains constant, its design, digital platform, strategies and tools change as pedagogy and technology changes.

#### **School library programs and services seek to:**

Create and develop motivating, flexible physical and digital learning spaces.

Run independent learning programs, which integrate information resources and technologies.

Equip students with the skills necessary to succeed in a constantly changing technological, social and economic environment.

Collaborate with classroom teachers to plan, implement and evaluate inquiry-based programs that will ensure students acquire skills to collect, critically analyse and organise information, problem-solve and communicate their findings.

Provide and promote quality fiction to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.

Cater for differences in learning and teaching styles through the provision of, and equality of access to, a wide range of curriculum resources - fiction and non-fiction, digital, print, audio and video.

Provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan implement and evaluate learning programs.

### Function of Government in Development of School Libraries

In view of the changing philosophy of education and also to bring improvement in the system of education, the Government of India, Ministry of Education appointed Secondary Education Commission (1953) under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar. This Commission in its report laid emphasis on the provision of serviceable school library for each secondary school in the country. The commission reiterated that a school library is undoubtedly 'the heart of the school'. To quote "As the proper use of a well-equipped school library is absolutely essential for the efficient working of every educational institution and for encouraging literacy and cultural interests in students, every secondary school should have a library; class libraries, and subject libraries should also be utilised for this purpose." About the need for qualified librarian, the report said, that, "trained librarians, who have a love for books and an understanding of student's interests, should be provided in all secondary schools, and all teachers should be given some training in the basic principles of library work in the training college as well through refreshers course." (Mangla, 1998)

In the year 1985 the Indian Library Association (ILA) and the Raja Rammohan Roy Library Foundation (RRRLF), both prepared separate drafts of National Policy on Library and Information System. In fact, due to continuing debate on National Policy on Education that finally took shape in 1986, both these efforts were made. The ILA draft devoted one full section on manpower development (Kumar, 1986). It proposed the establishment of a National Centre for Education and Research in Library and Information Science. The RRRLF draft called for uniform pattern and standards for LIS education for the entire nation. It also stated that research and specialized courses may be offered by universities as well as leading research and library promotional organizations such as National Library, DRTC, INSDOC, RRRLF, etc.

In October 1985, the Government of India set up a Committee on National Policy on Library and Information System (CONPOLIS) under the Chairmanship of Prof. D.P. Chattopadhyaya. Its report entitled National Policy on Library and Information System—A Presentation was submitted in 1986, and

was subsequently assessed by an Empowered Committee chaired again by Prof. Chattopadhyaya to draw up an action plan (Anonymous, 1986). The Empowered Committee in its report submitted in March 1988, recommended that IT should be used as a tool for maintenance of standards in LIS education. Professional development activities be strengthened in a systematic way. An accreditation agency for LIS courses was suggested to check falling standards due to proliferation of schools. It was also suggested to establish a National Centre for Higher Education and Research in LIS.

### School Libraries in India and Chhattisgarh

The school library is an integral part of school education. It supplements classroom teaching and is essential for the efficient functioning of every school. A well-equipped library helps in encouraging literary and cultural interests in students. In this paper an attempt has been made to identify the present status of school libraries in India as well as of Chhattisgarh. According to Seventh All India Educational Survey (Anonymous, 2007), conducted by NCERT the position of Higher Secondary School Libraries in India and in Chhattisgarh is given below.

**TABLE 1- Management wise number of higher secondary schools in India providing educational and vocational guidance & counseling.**

Management	Total	Providing educational & vocational guidance counselling to students	Providing services of		
			Trained guidance Counsellor	Teacher Counsellor	Career Master
Government	15,593	5,128	1,399	3,889	1,205
Local Body	1,400	381	121	268	108
Private Aided	15,540	4,828	1,844	3,466	1,590
Private Unaided	11,336	4,707	2,178	3,624	1,619
Total	43,869	15,044	5,542	11,247	4,522

**TABLE 2- Management wise number of higher secondary schools in Chhattisgarh providing educational and vocational guidance & counseling.**

Management	Total	Providing educational & vocational guidance counselling to students	Providing services of		
			Trained guidance Counsellor	Teacher Counsellor	Career Master
Rural	942	175	42	151	17
Urban	618	221	87	187	57
Total	1,560	396	129	338	74

Out of 43,869 higher secondary schools in the country, 15,044 (34.29%) higher secondary schools are providing Educational and Vocational Guidance & Counselling (EVGC) services to students. In 6th Survey, out of 23,662 higher secondary schools a proportion of 7,161 (30.26%) higher secondary schools were providing similar services to the students. It shows that the higher secondary schools providing the services of Educational and Vocational Guidance and Counselling to students is increasing, though not very sharply. However in Chhattisgarh Out of 1,560 higher secondary schools in the country, only 396 (25.38 %) higher secondary schools are providing Educational and Vocational Guidance & Counselling (EVGC) services to students. It shows that the in Chhattisgarh, higher secondary schools providing the services of Educational and Vocational Guidance and Counselling to students is less when compared to national level.

**TABLE 3- NUMBER OF HIGHER SECONDARY SCHOOLS IN INDIA, ACCORDING TO AREA, TYPE AND MANAGEMENT**

Area	Total no of schools	Schools According to						
		Type			Management			
		Boys	Girls	Co-ed.	Govt.	Local Body	Private Aided	Private Unaided
Rural	22,847	1,577	1,330	19,940	10,077	624	8,264	3,882
Urban	21,022	3,473	4,414	13,135	5,516	776	7,276	7,454
Total	43,869	5,050	5,744	33,075	15,593	1,400	15,540	11,336

(Source : Anonymous, 2007)

**TABLE 4- NUMBER OF HIGHER SECONDARY SCHOOLS IN CHHATTISGARH, ACCORDING TO AREA, TYPE AND MANAGEMENT**

Area	Total no of schools	Schools According to						
		Type			Management			
		Boys	Girls	Co-ed.	Govt.	Local Body	Private Aided	Private Unaided
Rural	942	51	50	841	745	0	50	147
Urban	618	86	104	428	214	20	56	328
Total	1,560	137	154	1,269	959	20	106	475

(Source : Anonymous, 2007)

The number of recognized higher secondary schools is 43,869 in the country as per the findings of seventh survey. In rural area, 22,847 recognized higher secondary schools (52.08 per cent) are located, whereas remaining 21,022 recognized higher secondary schools (47.92 per cent) are situated in urban area in the country. The boys, girls and co-ed. higher secondary schools are reported around 5,050 (11.51%), 5,744 (13.09 %) and 33,075 (75.39 %), respectively. Out of 43,869 higher secondary schools, its management-wise distribution i.e. government, local body, private-aided and private-unaided schools is 15,593 (35.54%), 1,400 (3.19%), 15,540 (35.42%) and 11,336 (25.84%), respectively.

The seventh survey has identified 43,869 recognized higher secondary schools in the country. The secondary schools are further segregated over rural and urban areas. The rural area has 22,847

(52.08 %) schools, whereas the urban area has 21,022 (47.94 %) schools. In Chhattisgarh, 942 (60.38 %) higher secondary schools are in rural areas and only 618 (39.61 %) schools under urban area situated. These recognized secondary schools according to type are nearly 1,577, 1,330 and 19,940 for boys, girls and co-education schools under Rural area and 3,473, 4,414 and 13,135 schools are situated in urban area in the country.

The distribution of recognized higher secondary schools management-wise, i.e. Government, Local Body, Private Aided and Private Un-aided is nearly 15,593, 1,400, 15,540 and 11,336 schools, respectively. The majority of schools run by the Government (35.54 %), Private aided (35.42 %) and Private unaided (25.84 %). In Chhattisgarh, management-wise, i.e. Government, Local Body, Private Aided and Private Un-aided is nearly 959, 20, 106 and 475 schools, respectively. The management wise highest schools is run by Government (61.47 %) followed by Private unaided (30.44 %)

**TABLE 5 - MANAGEMENTWISE NUMBER OF HIGHER SECONDARY SCHOOLS IN INDIA HAVING LIBRARY, TRAINED LIBRARIAN AND NUMBER OF BOOKS WITH THEM.**

Area	Management	No. of schools having libraries	Number of School Having Librarians				Schools with Number of Books in Library				
			Full Time		Part Time		Up to 500	501-1000	1001-2000	2001-5000	More than 5000
			Trained	Untrained	Trained	Untrained					
Rural	Government	8,497	2,181	273	47	319	2,283	1,157	1,683	2,289	1,085
	Local Body	541	110	35	21	32	199	87	118	99	38
	Private Aided	7,615	1,693	659	892	360	1,637	1,024	1,511	2,189	1,254
	Private Unaided	3,272	962	581	163	517	1,409	581	543	507	232
	<b>Total</b>	<b>19,925</b>	<b>4,946</b>	<b>1,548</b>	<b>1,123</b>	<b>1,228</b>	<b>5,528</b>	<b>2,849</b>	<b>3,855</b>	<b>5,084</b>	<b>2,609</b>
Urban	Government	4,951	2,140	185	44	224	799	431	861	1,424	1,436
	Local Body	682	212	44	21	46	148	82	130	175	147
	Private Aided	6,853	2,534	668	379	435	1,026	712	1,166	1,957	1,992
	Private Unaided	6,890	2,813	1,036	435	973	1,968	1,120	1,310	1,486	1,006
	<b>Total</b>	<b>19,376</b>	<b>7,699</b>	<b>1,933</b>	<b>879</b>	<b>1,678</b>	<b>3,941</b>	<b>2,345</b>	<b>3,467</b>	<b>5,042</b>	<b>4,581</b>
Total	Government	13,448	4,321	458	91	543	3,082	1,588	2,544	3,713	2,521
	Local Body	1,223	322	79	42	78	347	169	248	274	185
	Private Aided	14,468	4,227	1,327	1,271	795	2,663	1,736	2,677	4,146	3,246
	Private Unaided	10,162	3,775	1,617	598	1,490	3,377	1,701	1,853	1,993	1,238
	<b>Total</b>	<b>39,301</b>	<b>12,645</b>	<b>3,481</b>	<b>2,002</b>	<b>2,906</b>	<b>9,469</b>	<b>5,194</b>	<b>7,322</b>	<b>10,126</b>	<b>7,190</b>

(Source : Anonymous, 2007)

As per 7th AISES, 39,301 (89.59%) higher secondary schools are having library facility whereas in 6th Survey higher secondary schools were 90.21 %.

87.21% of rural higher secondary schools are having library facility as against 92.17% of urban higher secondary schools.

41.03% higher secondary schools are having full time librarian and only 12.49% higher secondary schools are having part-time librarian.

Among higher secondary schools having library facility, the largest proportion of schools, i.e. 10,126 (25.77%) schools are having book strength of 2,001 to 5,000 books. Only 7,190 (18.29%) schools are having book strength of more than 5,000 books.

**TABLE 6 - NUMBER OF HIGHER SECONDARY SCHOOLS IN CHHATTISGARH, HAVING LIBRARY, TRAINED LIBRARIAN AND NUMBER OF BOOKS WITH THEM**

Area	No. of schools having libraries	Number of School Having Librarians				Schools with Number of Books in Library				
		Full Time		Part Time		Up to 500	501-1000	1001-2000	2001-5000	More than 5000
		Trained	Untrained	Trained	Untrained					
Rural	531	31	48	5	29	323	76	69	49	14
Urban	490	88	51	13	86	217	75	74	81	43
Total	1,021	119	99	18	115	540	151	143	130	57

(Source : Anonymous, 2007)

Out of the total number of 1,560 higher secondary schools in Chhattisgarh, only 1,021 (65.44 %) have libraries. Out of the 942 rural schools, 531 (56.36 %) are having library facilities, and out of 618 urban schools, 490 (79.28 %) have libraries. This indicates that there is wide gap between India and Chhattisgarh for higher secondary schools having library facilities and the proportion of urban schools libraries in comparison of rural school libraries is high.

Out of total 1,560 higher secondary schools only 1,021 (65.44 %) have libraries and in these libraries only 119 (7.62 %) trained full-time; 99 (6.34 %) untrained full-time; 18 (1.15 %) trained part-time and 115 (7.37 %) untrained part-time librarians are looking after the libraries.

#### Points for Improvement of School Libraries

When we compare the status of libraries in Chhattisgarh with the all over India, then status of libraries in Chhattisgarh is not satisfactory in comparison of India. Out of total 43,869 higher secondary schools in all over India 39,301 (89.59 %) have libraries whereas in Chhattisgarh corresponding proportion is that out of total 1,560 higher secondary schools, only 1,021 (65.44 %) have the library facilities. So, there is need for improvement of higher secondary school libraries in Chhattisgarh. School libraries are not being manned by sufficient trained librarians and almost the same as was described by Dr. Mudaliar in his report. Hence there is need to improve the conditions of libraries and librarians in Chhattisgarh.

#### CONCLUSION

The existing higher secondary school library facilities in the state of Chhattisgarh are not so far from being satisfactory. The essentials like proper physical facilities, adequate collections and professional manpower are lacking. It does not even fulfill the minimum standards of library. Authorities have to come forward with open mind to solve the problems of higher secondary school libraries in the state. It is high time that recommendations of various commissions, committees, seminars, conferences and standards regarding school libraries are revisited and necessary steps initiated together with regular funding to improve their existing libraries.

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