

**INFORMATION RESOURCES AND THEIR UTILIZATION
IN SCHOOL LIBRARIES: AN EVALUATIVE STUDY OF SELECTED SCHOOLS
IN COIMBATORE DISTRICT, TAMIL NADU**



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short profile :

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ABSTRACT:

Learning resources form an integral part of learning and teaching in a school library. It is vital for all schools libraries to develop an inclusive approach to select and manage the library resources. The responsibility for the quality and relevance of the school library collection rests with the school librarian. A well-developed collection is achieved if selection is a collaborative operation involving the librarian, staff members and students.

This paper is an attempt to study the management of collection development in the school libraries of Coimbatore district, Tamil Nadu, India.

KEYWORDS

Collection Management, Collection Development, School Library, Collection Evaluation, CBSE Schools.

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INTRODUCTION

The quality of the School Library collections is crucial to the schools success in learning and teaching. Therefore, the Librarian, in close cooperation with teachers and students, must select, manage and exploit its collections of print and electronic resources.

Collection development in today's school libraries focuses on selecting resources in a variety of formats that meet high standards of excellence in their content, scope, authority, and contribution to the intellectual, emotional, and personal development of students (Dearman & Dumas, 2008)

The school community uses the collection for many reasons. Administrators require information for in-service training programmes and the promotion of services. Teachers need professional information, which includes up-to-date ideas about teaching methods, tools, subject content, ethical and psychological issues concerning young adults learning. The students use the collection to find information for assignments, general information and leisure. A collection development policy aims to meet all these needs and therefore involves both the information professional and the community the library serves. (Sunil & Zainab, 2002)

DEFINITION

Collection development refers to the process of building and maintaining the library's entire materials collection, encompassing print, non-print, electronic and remote formats. (Valencia Community College Library Collection Development Procedure, 2010, p.1)

2. LITERATURE REVIEW

Sanacore (2006) discussed how librarians, teachers and students can be co-builders of effective library collection. It suggests that students' preferences and reader's interests should be observed during class-room learning activities by the teachers. Students should be actively involved in collection building. It concludes that, if children's perspectives are considered while building a library collection it will improve the children's attitude towards reading as they would have easy access to materials of their interests and preferences.

Young (2007) studied the importance of graphic books in a school library collection. The paper discussed that, graphic books are not for all kind of readers, but there is a growing popularity among young readers for that kind of book. It can motivate reluctant readers to avid readers. While graphic books are not for all readers, there is a growing population of young readers that finds them extremely fascinating. Librarians can help foster and promote not only those who enjoy reading graphic books, but those who may be struggling to find a format that leads to increased pleasure reading.

3. OBJECTIVES OF THE STUDY

The main objectives of the present study are as follows:

- To find out the collection development practices in school libraries.
- To find out whether adequate budget is provided for enriching the school library.

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- To study the preservation techniques used in school libraries.
- To find out whether adequate books are available in school libraries.
- To find out whether the standards and guidelines are followed in school libraries.

4. METHODOLOGY

A well-structured questionnaire was framed and distributed to seven schools (5 Matriculation and 2 CBSE) of Coimbatore district. Out of seven schools five schools (3 Matriculation and 2 CBSE) chose to participate in the study and returned the questionnaires with the required data.

5. DISCUSSION

The following table illustrates the Year of establishment of the school, total collection of books and total number of students studying in the various types of school considered for the study.

Table 1. Total Collection and Year of Establishment

Sl. No.	Name of School	Year of Establishment	Total Collection	Total no of students
1	GRG Matriculation Higher Secondary School	1969	15505	2192
2	SBOA Matriculation Higher Secondary School	1985	19370	6100
3	SSVM World School (CBSE)	2010	5020	965
4	Stanes A I Higher Secondary School (Matriculation)	1862	11500	1838
5	Vidya Niketan Public School (CBSE)	2011	3840	914

Pearson’s correlation test

H_0 : There is a correlation co-efficient exists between the number of books available in the school and number of students studying in the schools.

H_1 : There is no correlation co-efficient exists between the number of books available in the school and number of students studying in the schools.

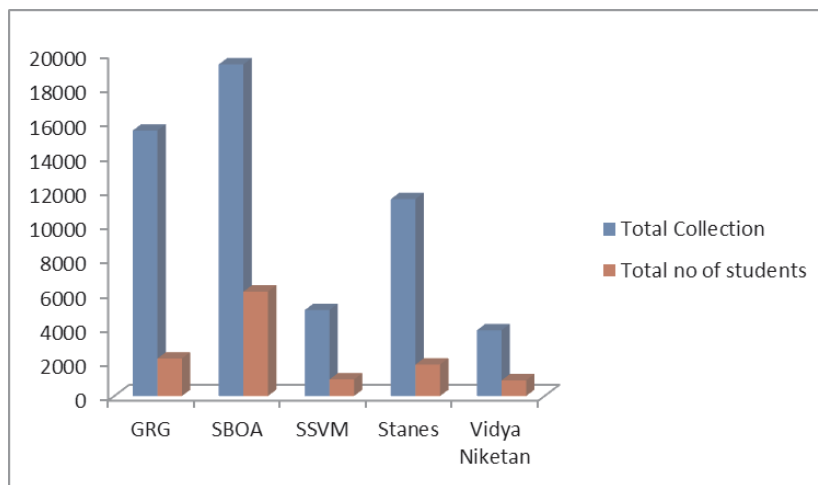
Table 2. Correlation co-efficient between books and students

Correlation	n	r	Sig. (2-tailed)	S/NS
Books and Students	5	0.8586	0.062	NS

Inference

From the above it is inferred that, the **null hypothesis is accepted** and inferred that, **there is a correlation co-efficient exists between the number of books and no of students studying in the various schools in Coimbatore district.**

Figure 1. Showing Total Collection of books and students



Students T-test

H_0 : There is no significant difference between the average usage of textbooks in library among the boys and girls studying in the schools.

H_1 : There is a significant difference between the average usage of textbooks in library among the boys and girls studying in the schools.

Table. 3

t - test	n	Mean	Sig. (2-tailed)	S/NS
Boys	6082	1216	0.9375	NS
Girls	5927	1185		

Since the significant value is more than the p value, the **null hypothesis is accepted** and inferred that, there is no significant difference between the average usage of textbook among the boys and girls studying in the schools. Among the schools both boys and girls are utilizing the library equally.

Figure 2. Showing Boys and Girls student strength among the schools

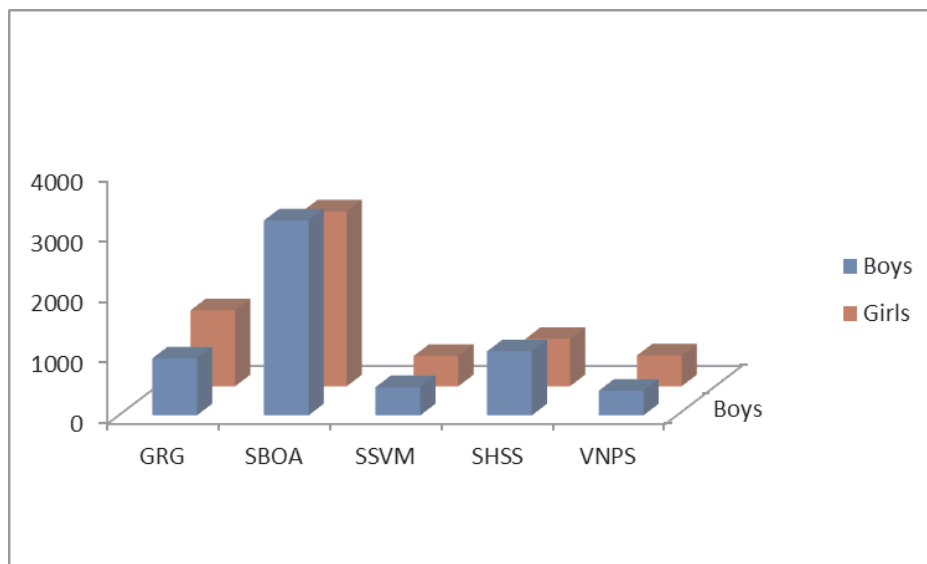


Table 4. Availability of Books per student

Sl. No.	Name of School	Avg. Issue per day to students	Books available per student	Amount Spent per Student
1	GRG Matriculation Higher Secondary School	250	7	46
2	SBOA Matriculation Higher Secondary School	150	5	14
3	SSVM World School	80	5	155
4	Stanes A I Higher Secondary School	150	6	27
5	Vidya Niketan Public School	70	4	16

Table 4 indicates that, four schools had maintained adequate number of books as per the guidelines of the Central Board of Secondary Education (CBSE). All schools except Vidya Niketan Public School had not adhered to the CBSE School Library standards. CBSE library manual states that “As a standard Library should have at least 5 titles of books (other than textbooks) per student in its stock subject to a minimum of 1500 books at the beginning”

ANOVA Test

H_0 : The various types of resource available in the school library does not differ significantly among the schools in Coimbatore city.

H_1 : The various types of resource available in the school library does differ significantly among the schools in Coimbatore city.

Table 5

Two-way ANOVA	df	MS	F - Value	S/NS
Between samples	8	8240035.3	2.5169	S
Within samples	36	20739344.8		
Total	44			

From the above table it is inferred that, the calculated F-value is greater than the p-value hence, it is concluded that, **the null hypothesis is rejected** and inferred that, **the various types of resource available in the school library does differ significantly among the schools in Coimbatore city.** It means that, the availability of resources are varying from one school to another school. Each schools are not having uniform resources like text books, dictionaries, encyclopedia, DVD etc.,

WEEDING

Only Stanes A I Higher Secondary School had a weeding policy of 200 books per year. It was found that the other four schools didn't have a weeding policy.

PRESERVATION

Preservation of books was carried out in all the schools. Naphthalene balls were used in four schools in the stack area to restrict the insects from destroying the books. Only SSVM World School had air conditioned the stack area to preserve the books.

STOCK VERIFICATION

Stock verification was done in all the schools regularly. All schools except Stanes A I Higher Secondary School conducts the stock verification annually. Whereas Stanes A I Higher Secondary School conducts the stock verification once in five years.

6. FINDINGS

There is a correlation between the number of books and no of students studying in the various schools in Coimbatore city. There is no relation between the year of establishment of the school and the library collection. GRG Matriculation Higher secondary School has maintained a very good collection in respect of number of books available per student. Whereas Vidya Niketan Public School has maintained the least number of books per student.

CBSE School Library guidelines states that "At least a minimum of 25 magazines suitable for students and academic recreational needs of teachers should be subscribed". All the schools except Vidya Niketan Public School have maintained the required standards.

CBSE guidelines of a minimum of 5 titles per student had been followed by all the schools except

Vidya Niketan Public School.

In the aspect of allocation of funds for the library only SSVM World School had allocated funds above the standards set by the CBSE. All the other four schools had not allocated funds as per the CBSE Library guidelines.

7. CONCLUSION

The selection of books and other information resources in libraries is one of the most important and also one of the most difficult of the librarian's duties. Though, the general principle of the collection building - "**best reading for the largest number at the least cost**" - is applicable to school libraries as well, this is best done by a Committee comprising subject teachers, principal, students and the librarian. School library is a place where students develop the reading habit. Hence adequate number of books should be made available and issued to students to develop their reading skills, creative writing and inquisitiveness. More funds may be allocated by the schools which do not meet the standards set by the CBSE.

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