Chapter - 4

Data Representation and Analysis

4.1 Introduction

An attempt has been made to evaluate the status of the school libraries in West Bengal. The analysis was done on the basis of different housekeeping operations and services rendered to the students and the teachers, viz., the infrastructure the school library, acquisition process maintained, the technical process adopted by the school libraries, shelves arrangement and their maintenance, circulation systems, services rendered and intended to provide, general maintenances of the library. Besides that the opinion of the librarians/ library-in-charge for the betterment of the school libraries were   also being considered.

A questionnaire was formed and sent to the librarians/ library-in-charge of school libraries covering 19 districts in West Bengal. Along with the print questionnaire, an online survey with the help of Google Form based on the questionnaire was also done for the convenience of this study. Total 556 online and 52 print questionnaires were sent. Out of 608 questionnaires, 413 responses have come. As it was previously decided to survey 20 schools from each district, except Darjiling (20 schools from plain land and 20 schools from hilly area), 400 schools have been taken. And the responses of 400 school librarians are taken into account for the fulfilment of the study.

The data were then put on MS Excel for data pre-processing. After that the data were put on OriginPro 2018 Software for data analysis and visualization.

4.2 Analysis and Findings

The findings obtained from analysis of collected data are as follows:

4.2.1 Availability of Librarian

A library is incomplete without its librarian, it is like a home without a homemaker. As a homemaker manages a home, a librarian also manages a library. There are so many issues in a library, which are not possible to handle without a skilled and efficient librarian. Not only the library-works, the most important thing, a librarian can do is to motivate the students to u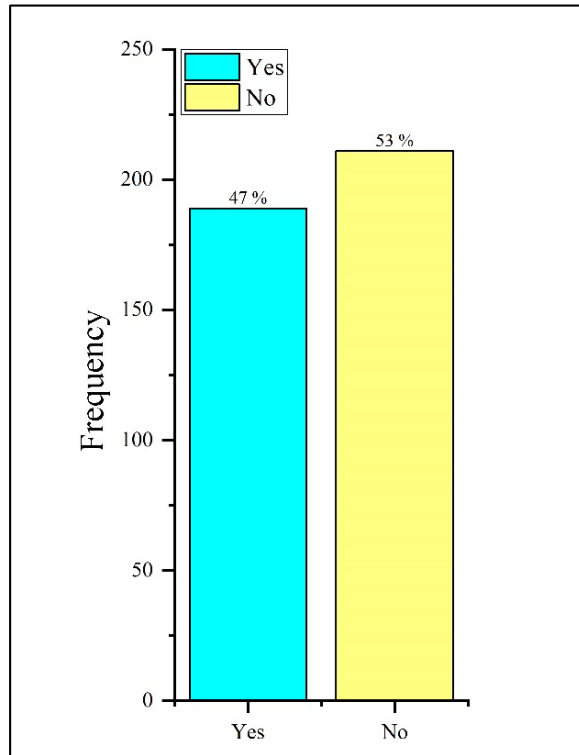se the library. For the present study a survey was done to know the scenario of the percentage of having a permanent librarian in a school on four hundred schools from all the districts of West Bengal. And the survey says that there are 47% schools where a permanent school librarian presents in the school libraries. But it is a matter of shock that there are 53% schools where no permanent librarians are present in the schools (Figure 4.1). Somewhere, the library staff is playing the role of librarian, somewhere a teacher is appointed to tackle the responsibilities of a librarian. This is an alarming situation for the emerging of school libraries.

Figure 4.1 Bar graph showing the availability of permanent librarian.

4.2.2 Number of Supporting Staff

In a library, along with the collection, the staffing is an important factor because a library cannot run properly without the skilled staffs. Besides, the librarian the

supporting staffs should be very efficient. It is not possible for a librarian to do all the works alone and to help him supporting staffs are mandatory. This pie graph is giving a clear picture of number of supporting staffs in the school libraries randomly taken as the sample from different districts of West Bengal. A survey was done to collect the information and it is shown that in 278 schools there are no supporting staffs in school libraries, i.e., 69.5 % schools are running without the supporting staffs in the libraries. The rest of 122 schools have other library staffs. Within the 122 schools 27.25% schools have only one supporting staff in the library and only 3.25% schools have more than one supporting staff in the libraries (Figure 4.2).
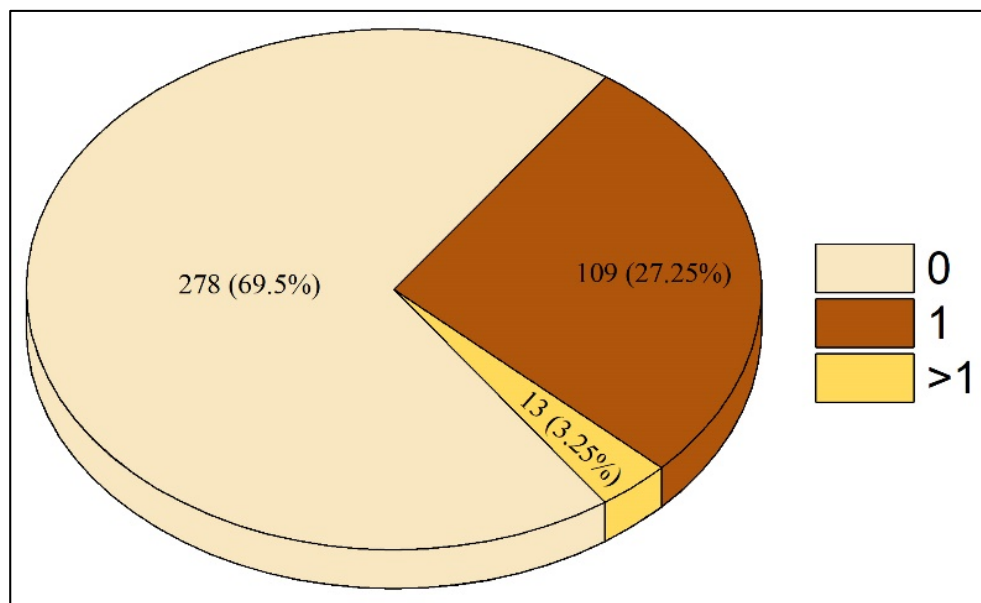

Figure 4.2 Number of Supporting Staff.

4.2.3   Existence of Separate Reading Room

In a library reading room is a place where the user can read books, newspapers, students can prepare notes for study etc. Reading room is a place that promotes the self-reading in students, from the schooldays if the students started self-reading then it will prove very fruitful for his future prospect. So a school library should have a separate reading room where the students can concentrate on self-reading. Somewhere in the
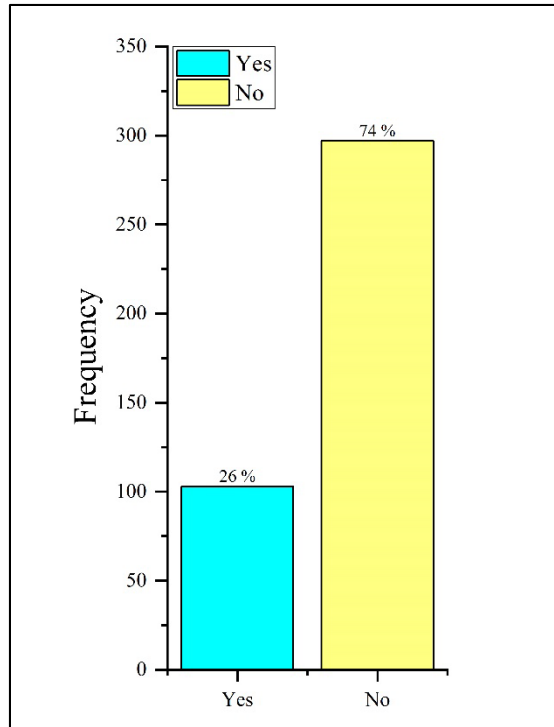
Figure 4.3 Bar graph showing the existence of separate reading room.

school library there are some seating arrangements, but this cannot be treated as a reading room. Reading room should always be separate from the library room otherwise the calm and quiet atmosphere that is needed for the concentration of the students will be diverted .In the library room the circulation of books is going till the last hour and that will hamper the peaceful mind of the users. Out the 400 schools from all the districts of West Bengal 103 school libraries have separate reading rooms in the schools but 297 schools do not have the separate reading room adjacent to the library room. That means according to the graph 26% the schools have separate reading room whereas 74% school libraries do not have a separate reading room with it (Figure 4.3).

4.2.4 Seating Capacity in Reading Room

The histogram showing the seating capacity of different schools, taken as the sample for the present study. Out of the total sample, i.e., 400 number of schools, 297 have nil responses as there was no reading room available adjacent to the library. Rests of the 103 numbers of school are having separate reading room along with the school library. Hence, the histogram as shown represents only the class wise distributions of total available seats of 103. Since this is a double Y-axis plot, the left axis indicates the frequency of available seats and the right one is indicating the frequency of total nil responses marked by the dashed blue line. Total six number of classes have been identified considering equal class interval. Figure 4.4 reveals that 7.766% schools have

a reading room where the seating capacity is around ten. 36.893% schools have seating capacity ranges between 11 to 20.

There are 35.922% schools where the seats in the library reading room rangebetween 21 to 30. Out of the total, 72.815% responses are observed within these two classes i.e., 11-20 and 21-30 respectively. On the other hand, 10.680% and 5.825% responses regarding the reading room seat availability are having a range of 31-40 and 41-50 respectively. There are only 2.913% schools where the seating capacity in the reading room is more than 50.
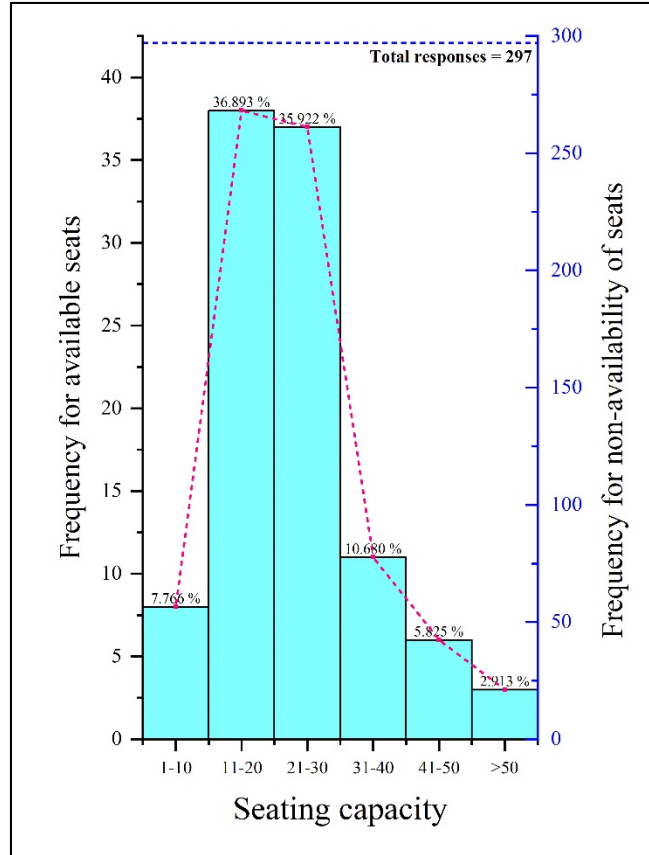

Figure 4.4 Histogram showing the seating capacity in reading room.

4.2.5   Availability of Furniture

To know the status of the furniture in the school libraries the librarians or the library in-charges were surveyed with a closed questionnaire. This pie graph is showing the status of the libraries in West
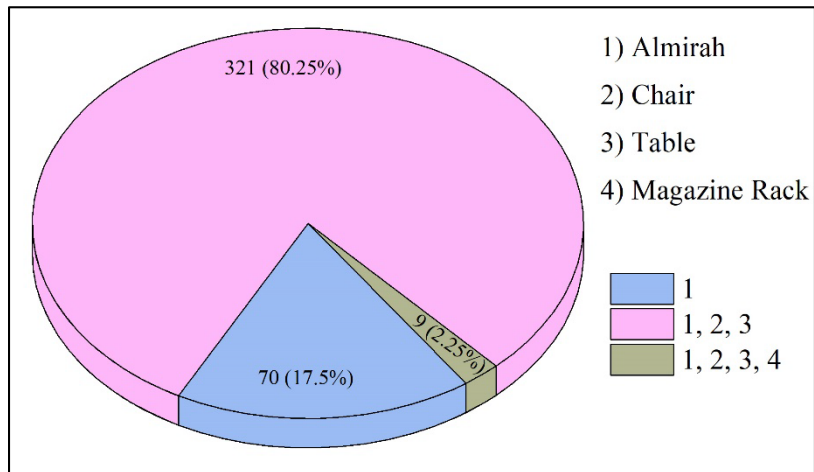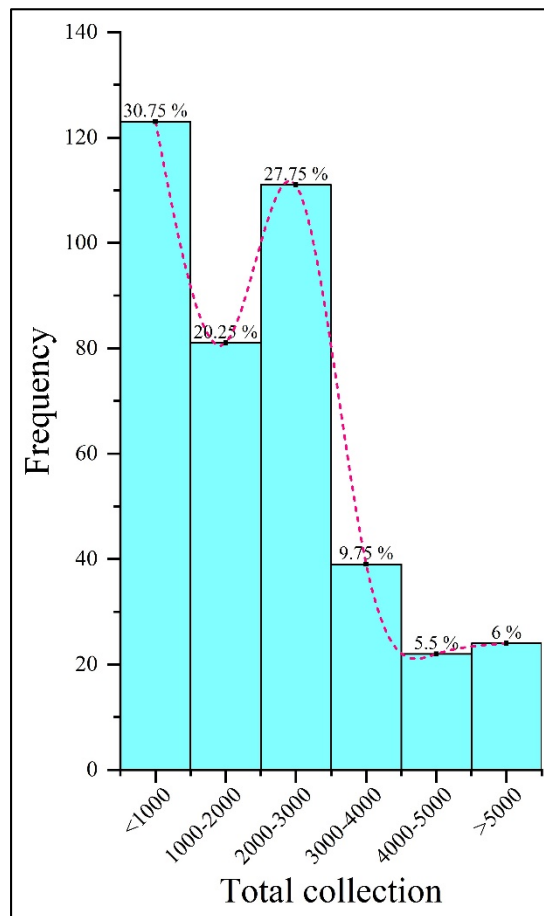

Figure 4.5 Pie graph showing the availability of furniture.

Bengal. According to the Figure 4.5, in 17.5% school libraries the only furniture have is Almirah. In 80.25% libraries, here are chair, table and Almirah in their libraries and only in 2.25% schools possess Almirah, chair, table and magazine rack in the libraries.

4.2.6   Total Collection of Books

This histogram is showing the range of total collection in the schools taken as the sample from different districts of West Bengal for the present study. It is the class wise distribution of total collection ranges from less than one thousand to greater than five thousand. The x –axis indicates the total collection and the y-axis is indicating the frequency of no of schools. This histogram consists of six classes which have been identified considering equal class interval. Figure 4.6 shows that there are 30.75% school libraries where the total collection in the libraries are below 1000 in amount. 20.25% school libraries have the collection ranges between 1000-2000. According to the graph 27.75 % school libraries have books ranges between 2000-3000.There are 9.75% schools where the total collection in the school libraries are 3000-4000. There are only 5.5% schools having their collection ranges between 4000-5000 and only 6% schools out of the total samples have their collection in the library that is above 5000 in number.

Figure 4.6 Histogram of total collection of books.

4.2.7   Collection of Books Should be

Library Collection is another very important issue for a library. If a school library does not possess a good and enriched collection of documents then the user could not be served properly and the information need of the users will not be fulfilled. As it is true that a library cannot run properly without the librarian, it is another fact that a library cannot be recognized as a good library without a good collection in it. So, it is the strong parameter to judge the condition of the school libraries of West Bengal which is the prime objective of the present study. The 400 schools taken for the sample for the study, possess different numbers of documents as the library collection. The librarians of those schools serve their users with the library collections. Some of the librarians are happy and satisfied with the school library collections to fulfill the information need of the users, but there are so

Figure 4.7 Figure shows the opinion of the librarian whether the collection of the library is sufficient or not.

many school librarians who are not at all satisfied with their collections and faces difficulties at the time of serving the users and do not fulfill the information need always. Out of the 400 schools only 28 school librarians responded that they are happy and satisfied with their collection but the rest i.e., 372 schools are not satisfied with their own collections. The graph shows that only 7% school librarians said that their collections are sufficient to serve their students but 93 % school librarians opined that their collection are not sufficient and they face various problems with the poor collection at the time of serving their students and teachers (Figure 4.7).
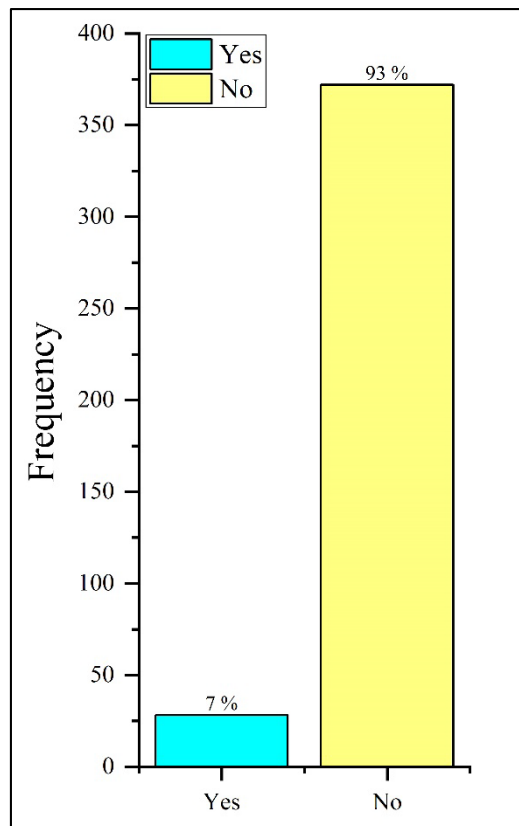
4.2.8 Opinion of Librarian Regarding the Optimum Library Collection

The following figure (Figure 4.8) tries to show the opinion regarding the required total

collection of books in the schools where the librarians felt that their existing collection are not sufficient to fulfil the user need.

A good library should possess a good collection so that it can satisfy the information needs of its users. Every school library should have a sufficient collection to serve the students and the teachers. In this present study, 400 schools were taken as sample for the survey. And in 372 schools the librarians or the library- in charges opined that the collection in their libraries were not suffucient.Then the librarians of those schools were asked to give their opinion about the required collection in their schools. In this
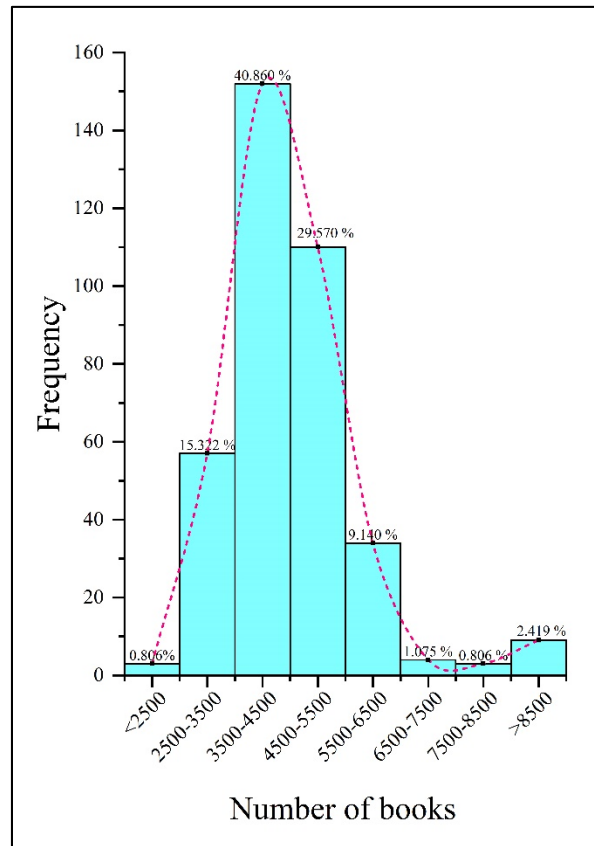

Figure 4.8 Opinion of librarian regarding the optimum library collection.

histogram, the class wise distribution of required total collection in different schools is shown. As per the graph, in 0.806% schools,the librarians opined that the total collection of documents in their school should be below 2500, in 15.322% schools, the librarians demanded collection ranges between 2500 to 3500. In 40.860% schools, the librarians opined that the documents in the library should be between 3500 to 4500. In 29.570% schools,the librarians opined that the amount of documents in the school library collection should be between 4500 to 5500. In 9.140% schools , they demanded books ranges between 5500 to 6500. There are 1.075% schools where the range of the collection should be between 6500 to7500. Only in 0.806% schools, the librarians

opined that in their libraries they needed the collections ranges between 7500-8500 and in 2.415% schools the number is 8500.

4.2.9   Methods for Increasing Collection

Figure 4.9 tries to show the choice of methods that can increase the collection in libraries. In this survey of my study, among the 400 sample school library there are only very few numbers where the librarians are very satisfied with their collections but rest of them are not happy with their collection and they want to increase it. Here is a graph of the distribution of their choices regarding the process of collection development. According to the graph, 2.67% librarian chose book donation as the process to increase the collection of the library where 2.40% librarian demanded that increasing the institutional fund will help to increase the collection of the library of the institution. There are 80% librarian who suggested to write letters to the different
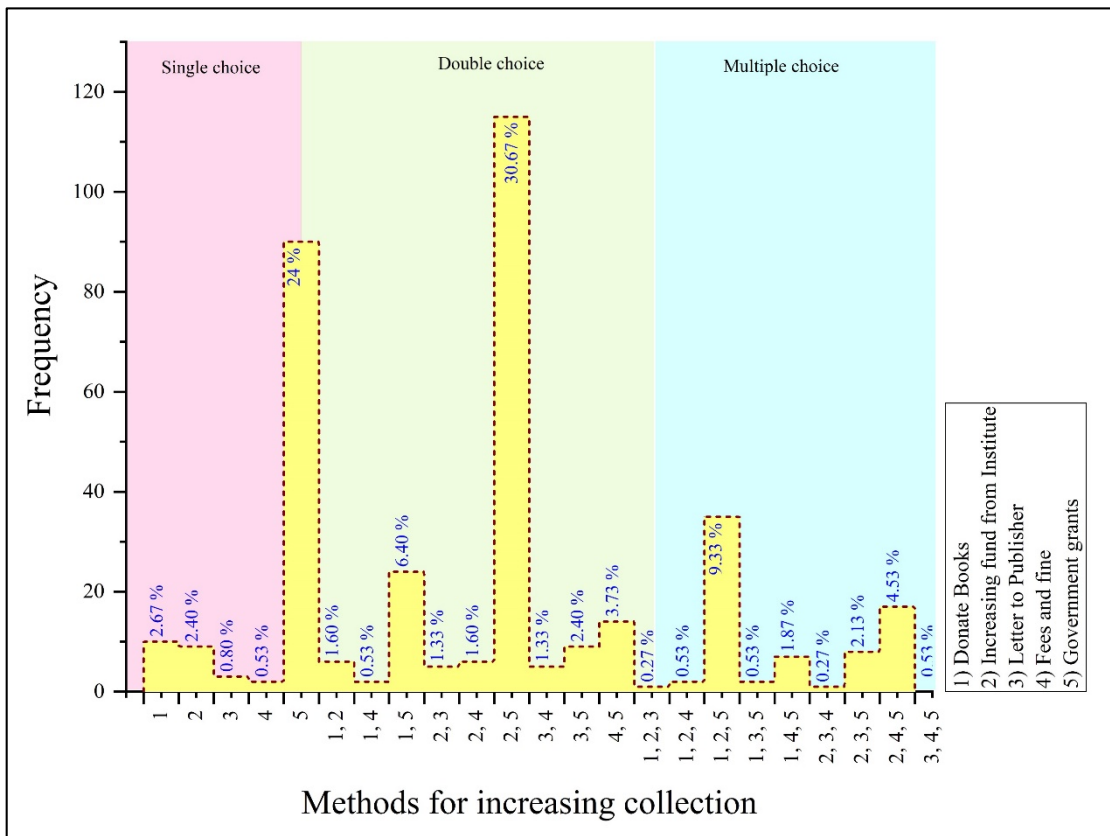

Figure 4.9 Bar graph showing the different methods to increase the collections. Total responses have been classified into three choices: single double and multiple along with their percentage.

publishers to donate specimen copies to the library to increase the collection. There are 0.53% librarian who suggested to increase the library fees and fine to develop the collection and 24% the librarian wanted to depend on Government grants to increase books in library.

There were few librarians who gave double suggestions to increase the collections of their libraries, like 1.60% librarians suggested to donate more books and increasing fund from institution to increase the collection, 0.53% suggested to donate books and increase library fees and funds. In 6.40% schools depended on donation of books and Government grants. In 1.33% schools, they opined that to increase the collection increasing Institutional fund and letter to different publishers to donate their books, are the ways, where 1.60% chose institutional fund and library fees and fine. But 30.67% school librarians suggested that Institutional fund and Government grants are most important to increase the library collection. In 1.33% schools they suggested both fees and fine and letter to publishers for donating their books. In 2.40% schools suggested to send letter to publisher and Government grant for increasing the collection, 3.73% suggested to increase library fees and fine and Government grant.

There are many schools where the librarian or the in charge selected three suggestion to increase their collection. Like 0.27% emphasized on donating books, Institutional fund and letter to publisher to increase their collection, 9.33% librarian suggested donating books, increasing Institutional fund and Government grant. In 0.53% schools the librarians suggested donating books, letter to publisher and Government grants to increase the library collection, where 1.87% opined of donating books, increasing of library fees and fine and Government grants. In 0.27% schools, they selected Institutional fund, sending letter to publisher and increasing library fees and fine and 0.53% librarians suggested letters to publisher, library fees and fine and Government grants. In 2.13% schools they opined of increasing Institutional fund, letter to publisher and Government grant for increasing library collection where 4.53% librarians suggested increasing Institutional fund, library fees and fine and Government grants for the collection development of their school libraries.

4.2.10 Amount Required to Increase the Collection

The Figure 4.10 tries to show the views of librarian about the required amount to increase the collection. Library collection is an essential thing for a library. So in the libraries where library collection is not sufficient a centain ammount is needed to increase the collection. For the completion of the study, a survey was done on 400 school libraries in West Bengal and it is found that though in only 7% school the collection is sufficient, as their librarians opined, but in 93% school libraries the collection is not sufficient. So, to increase the collection a certain ammount is needed. Only, 3.25% school libraians said that to increase the collection less than Rs 20000 is needed. 6.25% schools neededamount ranges between Rs.20000-30000. 44.75%

Figure 4.10 Histogram showing the total amount required to increase the collection.

schools demanded amount ranges between Rs.30000-40000 for their collection development.there are 38% school libraries who needed a large amount of rupees ranges between 40000-50000 and there is only 7.75% schools where more than Rs.50000 is needed to build up the collection with in a year.
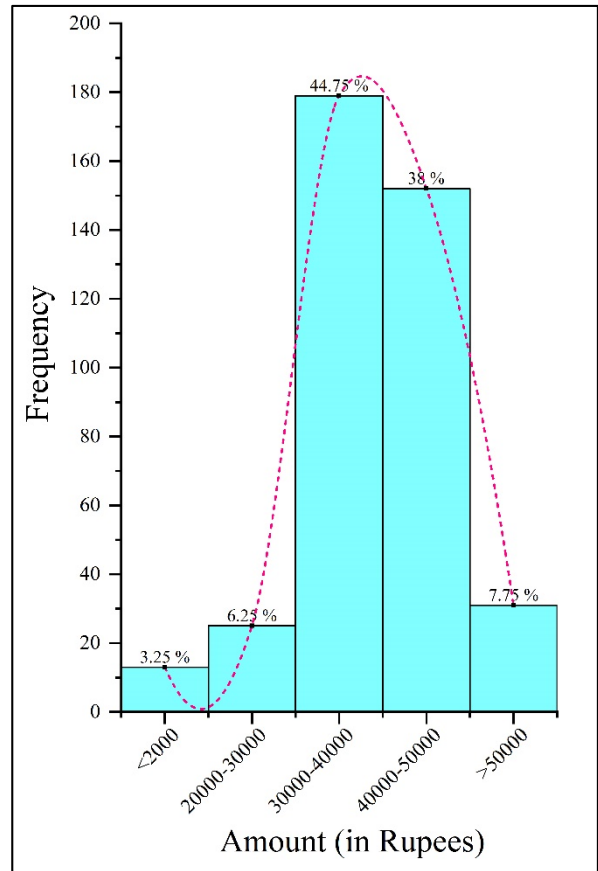
4.2.11 Selection of Books

The Figure 4.11 tries to show the pattern of responsible person for selecting books. Book purchasing is an important task in any library. It is very important for any library to make a collection relevant to their user's need. If the book purchasing is done properly then the library would be enriched with good collection. So, this job should
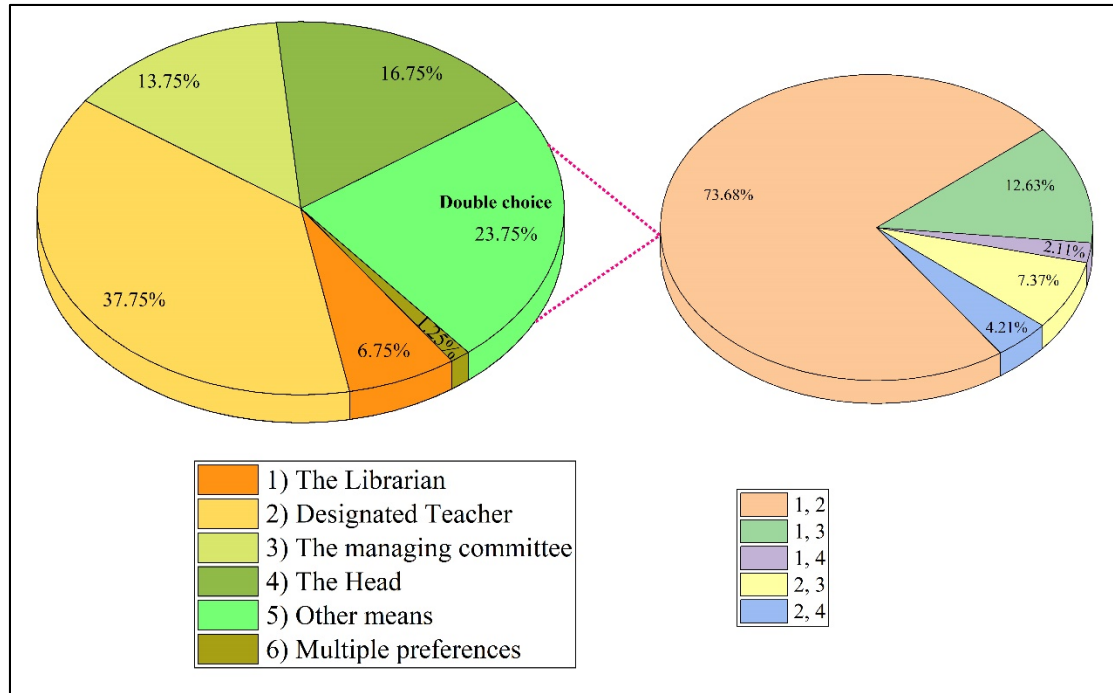
Figure 4.11 Pie graph showing the percentage distribution of the authorities responsible for the selection of books.

be done with the advice of the authority. In different schools, different officials are engaged in this job. This pie graph is giving a picture of this. In 6.75% schools, the designated librarian takes the responsibility of book purchasing. In 37.75% schools, the designated teacher takes the responsibility where in 13.75% schools, jointly the designated teacher and the managing committee of the respective schools select the books to be purchased. In 16.75% schools, both the librarian and the Head of the institution select the books for the library.

There are 23.75% schools where more than one official jointly selects the books for library. Within these schools 73.68% schools the librarian and the designated teacher both jointly decided the list of books to be purchased. In 12.63% schools the librarian, teacher and the managing committee jointly purchased the books for the library. In 2.11% schools the Head of the institute and the librarian both select the books. In 7.37% schools designated teacher and the Managing committee jointly select the books to be purchased. In 4.21% schools, designated teacher, librarian and Head of the Institute select the books for purchasing.
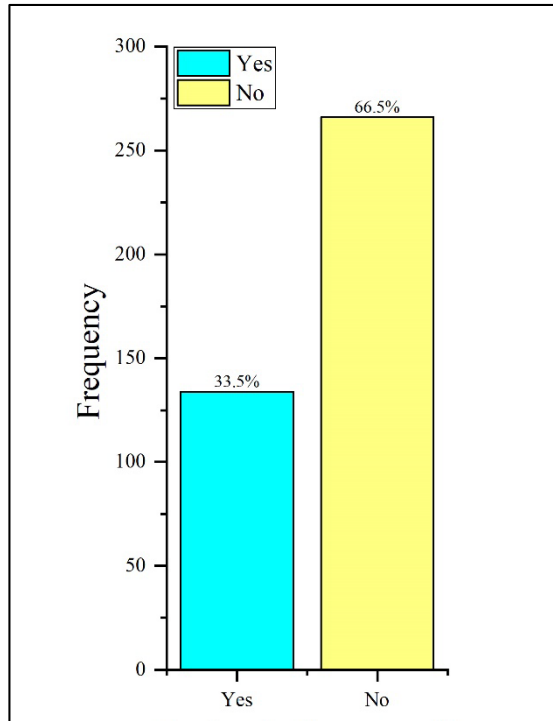
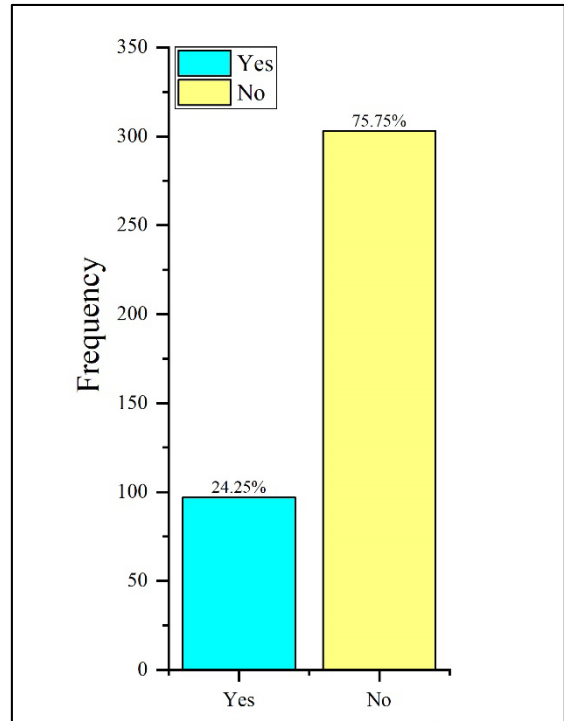**Figure 4.12 Graph showing the existence of book selection committee.**

Figure 4.13 Graph showing the availability of newspaper and magazine in the library.

4.2.12 Book Selection Committee

To know the book selection procedure of school libraries in West Bengal, the librarians were surveyed with a closed questionnaire and were asked about the existence of any book selection committee in the school. In the library book selection committee plays a vital role because they selected the name and volumes of books to be purchased so that the collection of the library can be enriched. But the scenarios are not so impressive. Following the result of the survey a graph has been made and according to the graph only in 33.5% school libraries have a separate book selection committee and in rest of the school, i.e., in 66.5% schools no book selection committee is there to select the books to purchase (Figure 4.12).

4.2.13 Availability of Newspaper, Magazine

Among the sample schools randomly taken for the research, when asked to the librarians that if the library is keeping newspaper or magazine in their libraries, only from 24.25% schools the answer came as 'yes' and from rest of the schools i.e., from 75.75% schools the answer came as "no" (Figure 4.13). This is very surprising that in a school library a newspaper or magazines are not kept.

4.2.14 Multimedia Resources

During the survey it is found that almost all of the school libraries do not possess multimedia resources in their libraries. Multimedia resources include visual and audio-visual documents. Almost all of the libraries do not acquire multimedia resources, it is very unimpressive but when they were asked to give their opinion about the matter of the usability of multimedia resources in school libraries 89.75% librarians opined that they felt the necessity of multimedia resources in their libraries and only 10.25% of them denied to accept the necessity of multimedia resources in school libraries (Figure 4.14).
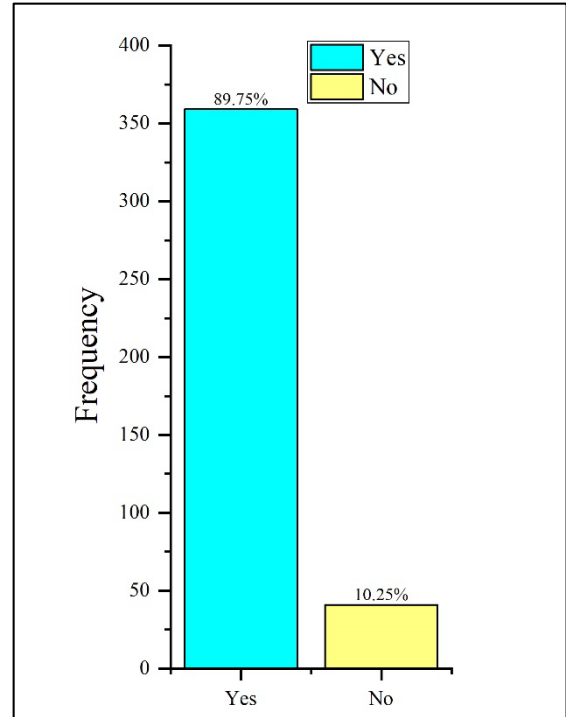
Figure 4.14 Graph showing the opinion about the utilities of multimedia resources in the library.
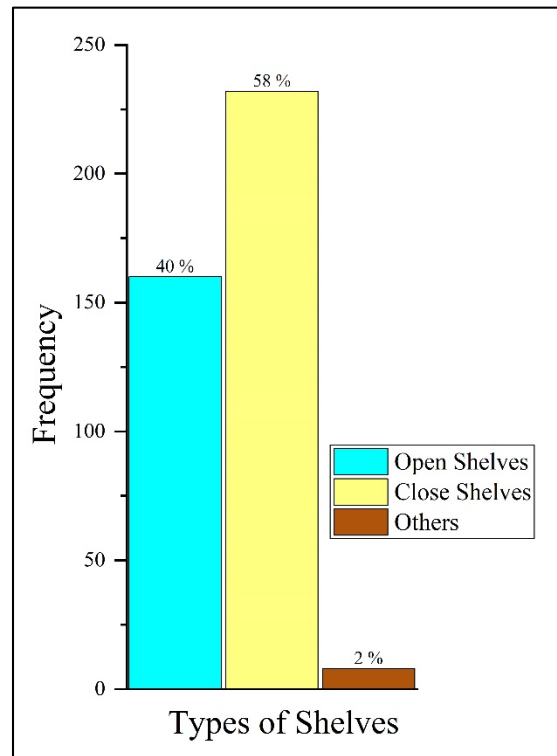
Figure 4.15 Bar graph showing the types of shelves in the library.

4.2.15 Types of Shelves

Shelving is the act of organizing books on the shelves. The shelves are mainly of two types, one is open shelf and the other is closed. Open-shelving is the method of displaying books on the shelves to provide free access to the users. In closed shelves, the users are not allowed to the shelves directly, rather they have to depend on the library staffs. To know the shelving status a survey was done on 400 school libraries and following the survey the graph has been drawn. According to the Figure 4.15 there are 40% school libraries where open shelving method is followed. In 58% school libraries the shelves are closed and there are 2% libraries where the shelves are both open and close. That means in those libraries closed shelves are maintained but sometimes the users are allowed to go to the stack directly.

4.2.16 Arrangement of Books on the Stack

A good library should have a rich collection so that it can satisfy the information need of its users. This is the basic need of a library. But this is also true that the collection of a library should be properly arranged on the stack, otherwise, when needed the librarian would not be able to provide the book immediately to the user and the fourth law of library science, i.e., "save the time of the user" would be violated. So, the shelf arrangement of the books in the library should be properly done. The school library is also not an exception. There are different methods of the arrangements of the
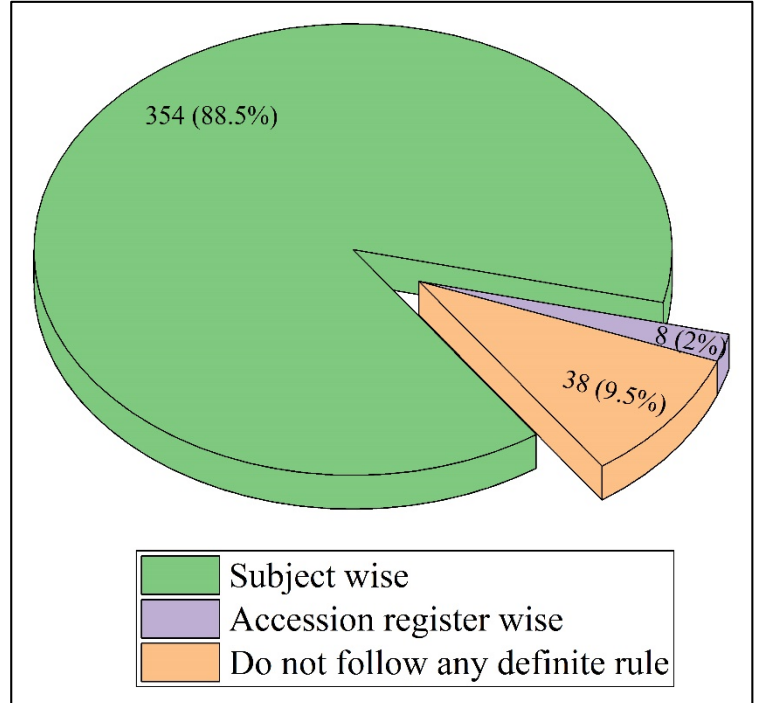
354 (88.5%)

8 (2%)

38 (9.5%)

Subject wise
Accession register wise
Do not follow any definite rule

Figure 4.16 Pie graph showing the different book arrangement methods adopted by the school libraries.

books on the shelf. This pie graph (Figure 4.16) is showing the different methods followed in the 400 schools taken from different districts of West Bengal. Out of 400 schools, in 362 school libraries followed definite methods for the arrangements of their books in the stack and in rest of the schools, i.e., in 38 schools there is no proper arrangements of books in the libraries that means 9.5 % school libraries do not maintain any definite method for the arrangements of the books on shelf. Most of the school libraries like 88.5% schools arrange the books subject wise on shelf and in 2% school libraries the books are arranged according to the accession register they followed.

4.2.17 Cataloguing Done

Catalogue is an index to the library. It is a tool that helps to know about the list of the books present in a library. Not only the list of the books, but the bibliographical

Figure 4.17 Bar graph showing either all the books in the library are catalogued or not?

details of the books provided in the catalogue. So, cataloguing is an essential job to be done in the library. Cataloguing is done both manually and automated. Some standards are there to be used as a guide while doing the catalogues of the books. In the schools taken as the sample for the study there are only 8% schools where all the books in the libraries are catalogued but in the rest of the schools that is 92% schools the books in the libraries are not catalogued (Figure 4.17).
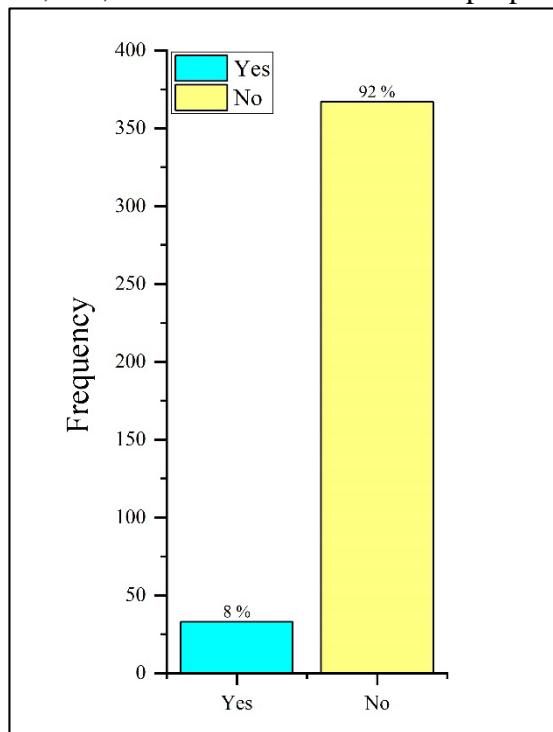
4.2.18 Cataloguing System

A library catalogue is a tool that helps the reader to know about the collection of a library. There are different types of cataloguing systems like book cataloguing, card cataloguing, shelf list and computerized cataloguing etc. Different institutions follow
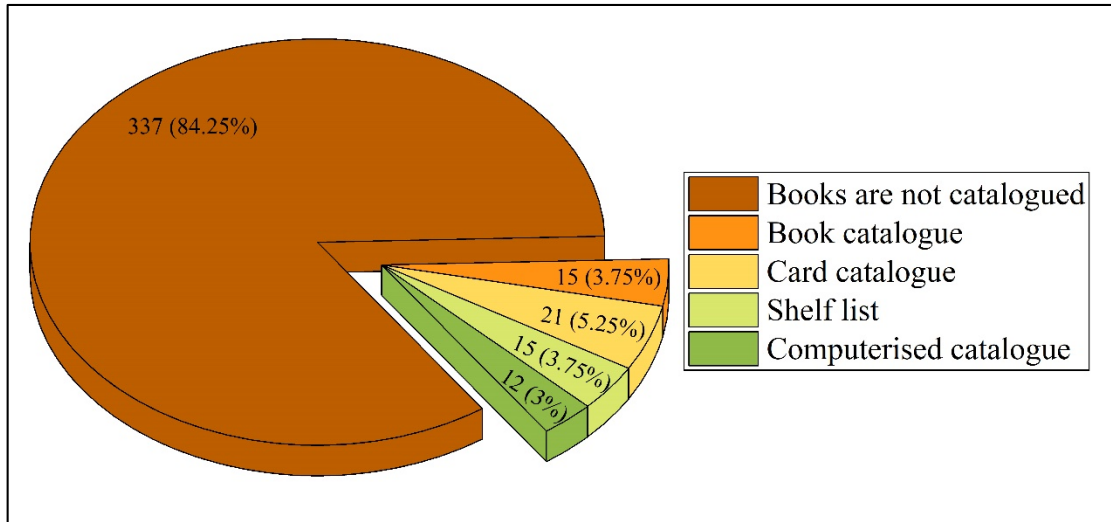
Figure 4.18 Pie graph showing the cataloguing system adopted in the library.

different cataloguing systems. In this study it is to find out that how many school libraries have catalogued their documents and which methods are being followed in those schools. The following figure (Figure 4.18) tries to show the cataloguing system adopted in the library. This pie graph is showing the cataloguing system of the different 400 school libraries which were taken as the sample for the fulfillment of the present study and out of the total sample, 337 school libraries have nil responses as because in those 337 school libraries no cataloging system is followed. So, there are only 63 schools rest where in the libraries different cataloging system is being followed. Hence, this pie graph is representing the distribution of different cataloguing systems of the rest 63 school libraries. It is shown from the pie graph that 84.41% schools do not follow any cataloguing systems and the rest 15.59 % schools have catalogued their documents using different cataloguing systems. Within the 15.59% schools 3.71% use Book cataloguing system to catalogue their documents. Card cataloguing is used in 5.2% schools where as in 3.37% school libraries shelf lists are followed and in 2.97 % schools computerized cataloguing have been implemented.

As per this pie is visualizing, with in the total sample, documents are not catalogued in most of the schools. Only a very few number of schools have catalogued their whole documents using different methods and card cataloguing is used in most of the schools. In most of the school libraries cataloguing is done manually. There are a very few

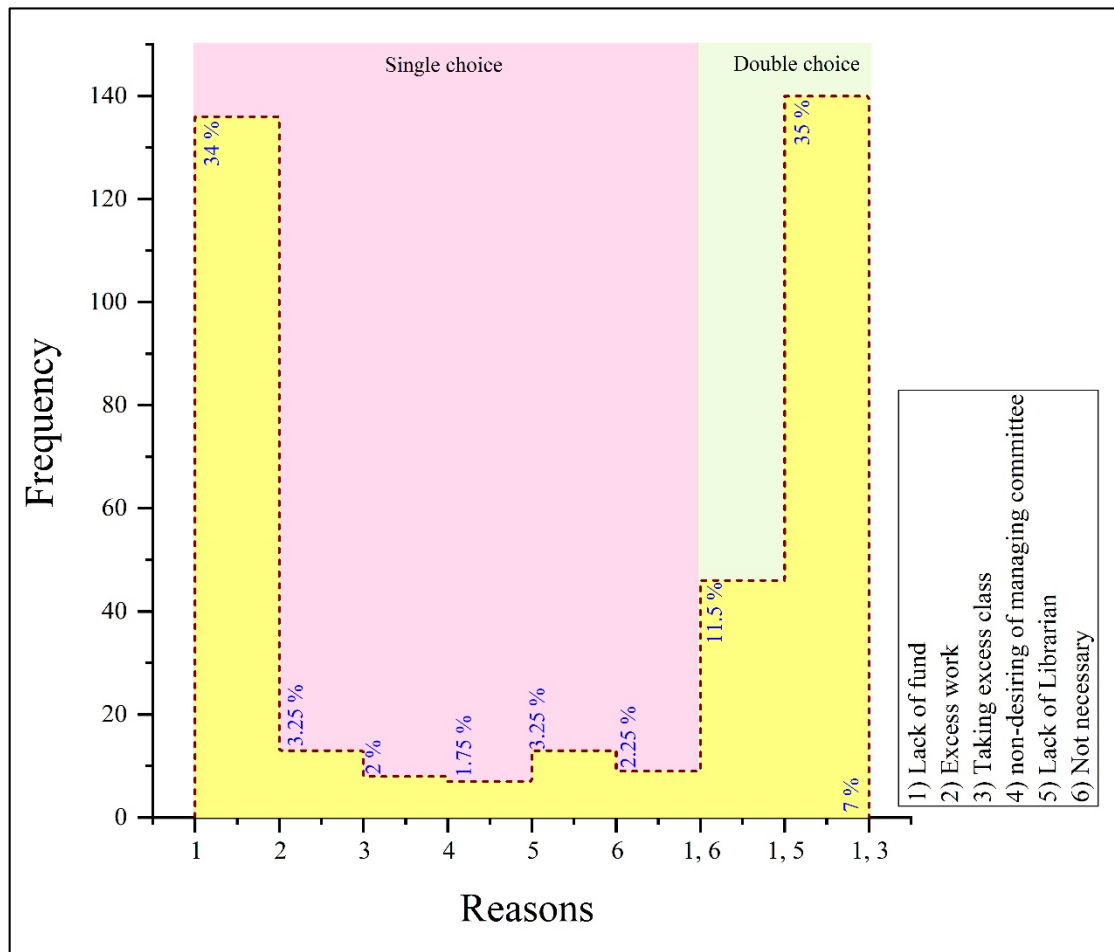number of schools where library automation has been implemented and computerized cataloguing has been done.

Figure 4.19 Graph showing the reasons responsible for not cataloguing the books.

4.2.19 Reasons Behind Not Cataloguing the Books

Catalogue helps to find books easily in the library. So if the books are being catalogued then it will be easier for the user of that library to find the books quickly and save their time. At the time of surveying the school libraries it has been noticed that there are a very few school libraries where all the documents are catalogued and in most of the schools the documents are not catalogued. To find the reasons another survey was done and the reasons behind it are come out. Here is a graph of the distributions of the reasons rather the opinions of the librarians in different schools.

According to the graph (Figure 4.19), 34% librarians considered lack of fund as the main reason that is responsible in not doing the documents catalogued in their library where 3.25% of them admitted that too much excess work in their institutions is the main constraint. In 2 % schools, the librarians said that as because they are compelled to take classes except library class they could not get time to catalogue the documents in the library where 1.75% opined that the managing Committee in their institutions are not desiring to do them the library work and this is the main constraint and 3.25% schools considered that not having a permanent librarian in the schools is the main reason.

Figure 4.20 Bar graph showing the availabilty of catalogue cabinet in the library.

4.2.20 Availability of Catalogue Cabinet

There are various forms of Catalogues like book catalogues, card catalogues, shelf list and machine-readable catalogues. The card catalogues are kept in a cabinet called Catalogue Cabinet. In the cabinet the catalogues are arranged in alphabetical order and so it helps the user to know about the list of the books of the library. Out of the 400 schools only 4.5% schools have a catalogue cabinet in the
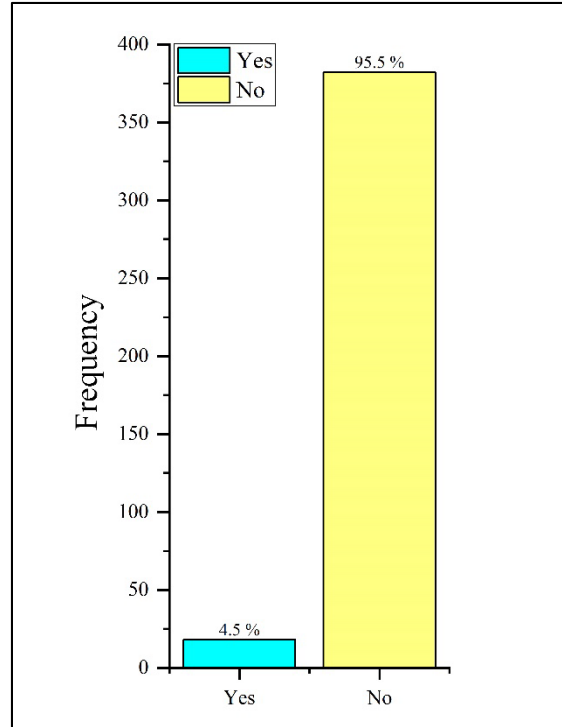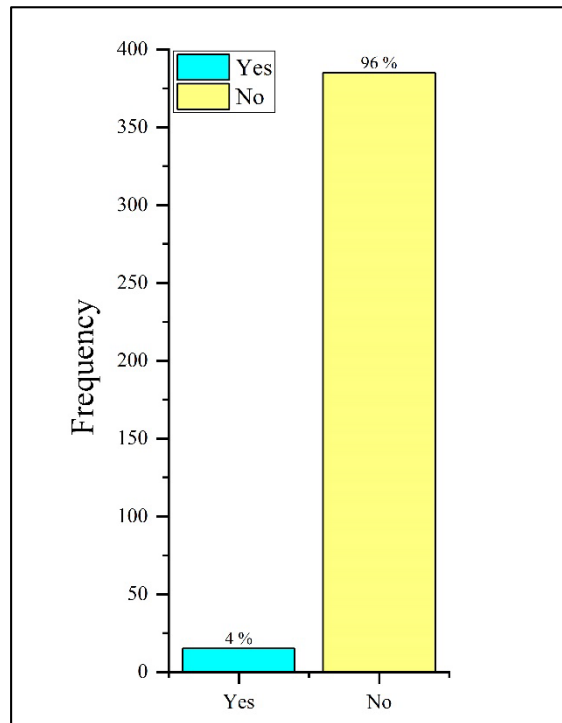

Figure 4.21 Bar graph showing the availbility of classification schemes in the library.

school libraries. And in the rest of the schools that is in 95.5% schools no catalogue cabinet is there. Though 8% schools have catalogued their collections, as all of them do not use card catalogue so they do not have a catalogue cabinet in the libraries (Figure 4.20).

4.2.21 Classification Scheme

A good collection is not enough for a school library to run properly. If the books are not managed properly then the service a librarian should give to his users will be delayed and the fourth law of library science that is "save the time of the user" will be violated. So proper management of the books is an obvious solution to serve the user. Classification of the books of the library is the only way to arrange all the books properly in a library. Classification of the documents could be done in many ways but it would be scientific to follow any classification scheme. There are many standard classification schemes. But the practice of classifying the books following any standard classification scheme is very poor in our state. Out of the total 400 sample schools only 15 schools follow any standard classification scheme to classify their books i.e., only 4% schools are following classification schemes. The rest number of schools are not classifying their books using any standard scheme and according to the graph the percentage is 96% (Figure 4.21).

4.2.22 Problems to Follow Classification Schedule

During the survey it is shown that in most of the schools no classification scheme is followed to classify the documents. To find out the reason the librarians or library in-charges were asked to give their opinions of not using the schedule. When they were asked if the lack of having classification schedule in libraries is the main cause behind it, then 94% librarians agreed with this and 6% disagreed where 96% agreed that for

not being to purchase is the reason behind not using of classification scheme but 4% did not agree with this point. In 34% schools librarians opined that as because they were compelled to do other tasks at office they did not get time to use it but 66% disagreed with it. Again 34% said that because of the burden of taking classes, the job of classifying the documents using any standard scheme was getting hampered but 66% did not agree with it. In 8% school libraries objected about the un-willingness of the Managing Committee in library matters but 92% opposed it (Figure 4.22).
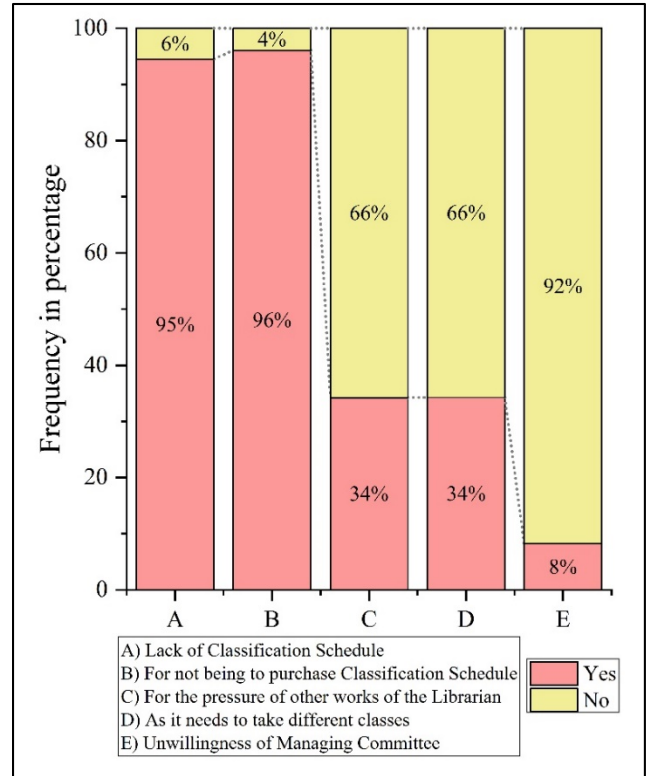

Figure 4.22 Compound bar graph showing the different problems to follow classification schedule.

4.2.23 Circulation System

Circulation is the main job to be done in the library. There are many ways through which circulation process is done and to know which process is prevailing in the school
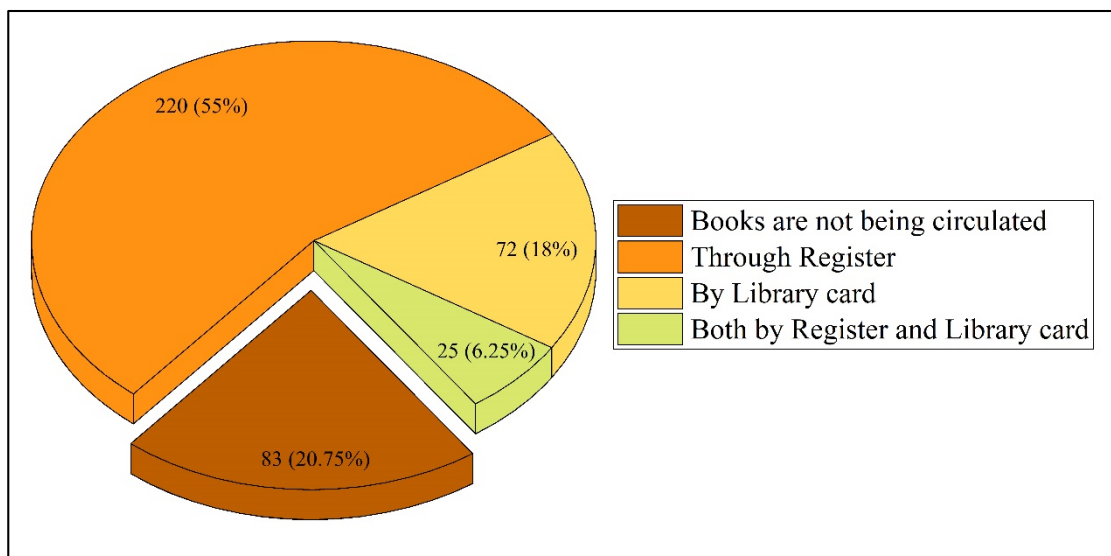

Figure 4.23 Pie graph showing the different means of circulation systems available in the library.

libraries a survey was done on 400 school libraries in West Bengal. This pie graph is giving a picture of the distribution of the circulation system in different schools. According to the pie graph (Figure 4.23) in 20.75% school libraries no circulation is done i.e., there were no provision of issuing books for home. In 55% school libraries circulation is done through register. In 18% schools the circulation is done through library cards and there are 6.25% school libraries where both register and cards are used for the circulation of books.

4.2.24 Books Issued Daily

This histogram is showing the number of daily issued books in the libraries. In this histogram total six number of classes have been identified considering equal class distribution. According to the graph, in 51.02% schools, the number of daily issued books ranges between 1-10. It means in those schools maximum only 10 books are issued in a whole day. In 20% schools, the number of books issued daily are between 11-20. In 3.88% schools it ranges between 21-30. In 5.72% schools the number of books that issued daily is between 31-40. In 3.27% schools, the number of books that issued daily is 41-50 and there are only 6.12% schools where the number of daily issued books are more than 50 (Figure 4.24).
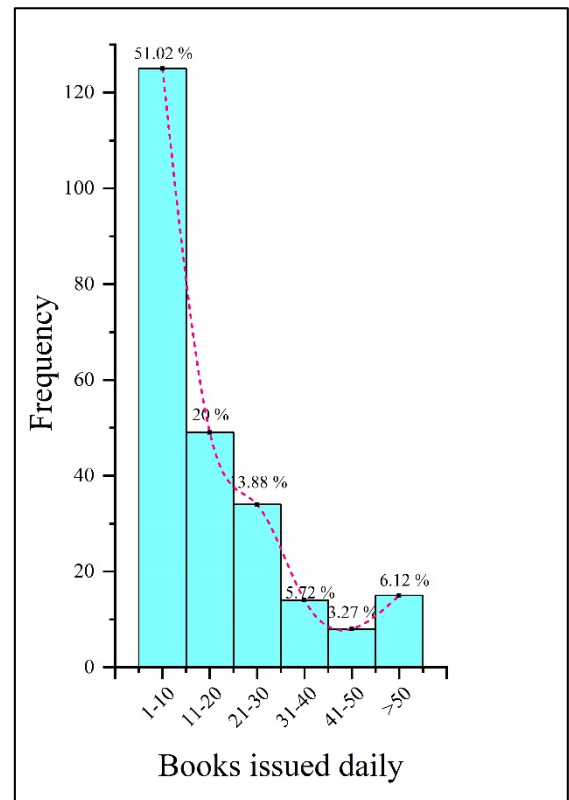

Figure 4.24 Histogram showing the percentage of books issued per day in the library.

4.2.25 Service Provided in the Library

There are many types of services that are given in the libraries. To know what types of services are more frequent in the school libraries of west Bengal, a survey was done.

Following the survey report the pie graph (Figure 4.25) has been prepared. According to the pie graph there are 5% libraries where no services were given to the users. In 13% school libraries only one service is given that is issuing books for home. In 10.5% schools there is only the provision of book reading only. There the students, teachers can read books but they cannot issue it for home. There are 47.5% school libraries where both the
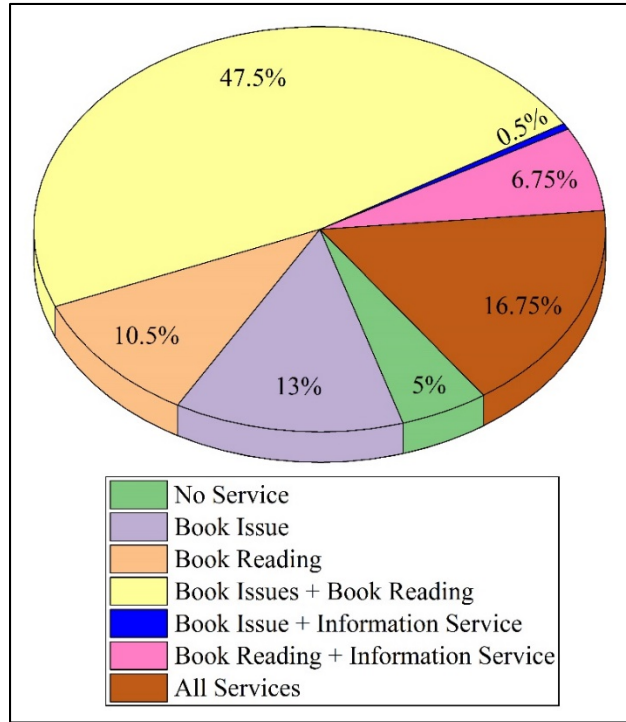

Figure 4.25 Pie graph showing percentage distributions of different services provided by the library.

services are given like there the users can read the books in the libraries and along with it they can issue the books for home. In 0.5 % schools, information service is also given along with issuing books. In 6.75% schools, along with book reading, information service is provided. And there are 16.75% school libraries where all the above services i.e., book reading, book issue and information services are given to the users.

4.2.26 Barriers to Provide Services to the Users

In libraries, providing service is the most important thing to do for a librarian. But sometimes the librarians faced some barriers to provide service to his users. A survey was done on 400 school librarians from all over West Bengal to know about the barriers they faced when providing service to the users. This graph (Figure 4.26) is giving a picture of their opinions about the barriers they were facing when providing services.
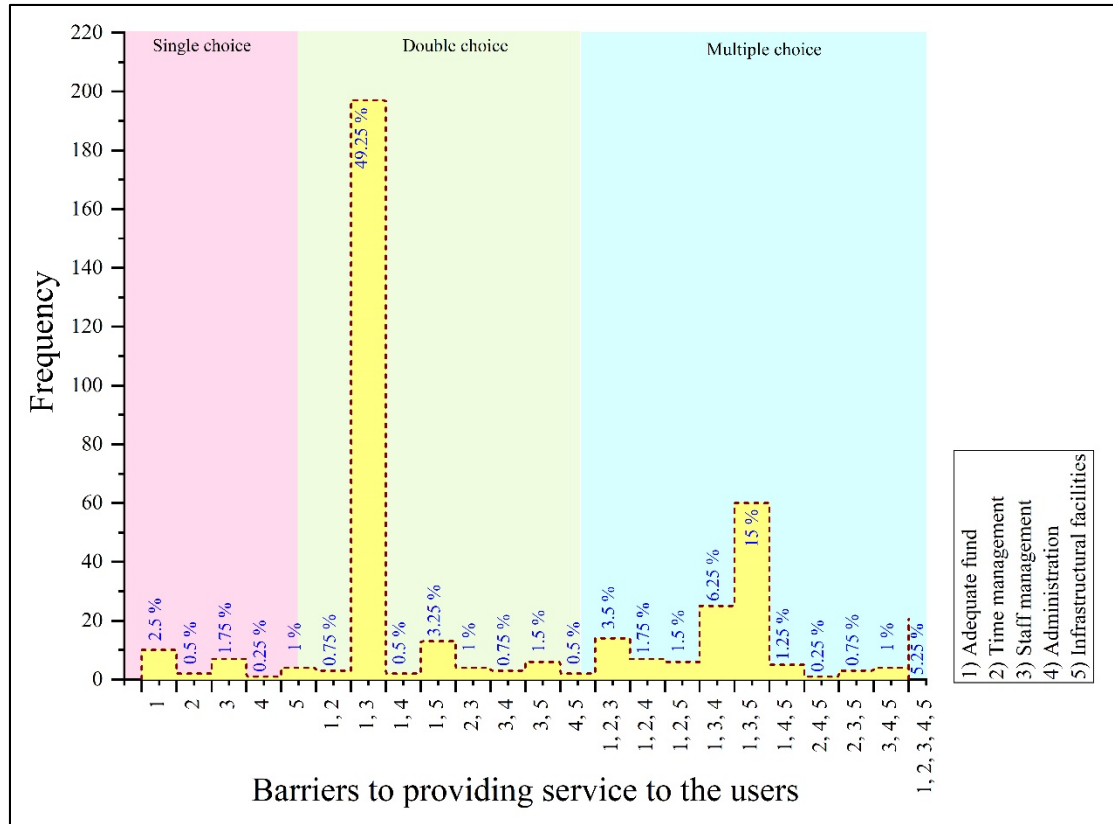
Figure 4.26 Bar graph showing the different barriers to providing service to the library users. Total numbers of opinoin have been classified into three choices along with their respective percentages.

According to the graph 2.5% librarians opined that the fund is not adequate and this is the barrier they faced. 0.5 % of them said that as because they were compelled to do other jobs in the school, they could not get enough time to serve the library users. 1.75% librarians gave objection about the insufficient staff pattern of the libraries. 25% said that the School Administration did not support the librarian in library matters and this is the main constraint for them. Only 1% said that they could not get proper infrastructural facility to provide service.

Some school librarians found more than one constraint when providing service to their users, like. 0.75% said that both adequate fund and time are responsible to make barriers. According to 49.25% librarians opined that both inadequate fund and insufficient staff patterns became the constraints in providing good service, 5% chose inadequate fund and unwilling administration as the barriers. In 3.25% schools, they chose inadequate fund and infrastructural facility as the constraints, 2.3% found

insufficient time and staff responsible and 0.75% librarians said that insufficient staffs and unwilling administrations are the constraints in their schools. Again 1.5% opined the staff patterns and infrastructural facility are the barriers they found while providing services where 5% chose both administration and infrastructural facility as the constraints.

There are many librarians who found more than two constraints. Like 3.5% said that inadequate fund, time and staffs are the barriers for providing service in their schools, 1.75% found that in their schools fund, time and administration are the constraints and 1.5% librarians found fund, time and infrastructure as the barriers to provide good service. In 6.25% schools the librarians found fund, staff, administration responsible for not to give proper service to the users where 15% librarians opined that in their school libraries fund, staff and infrastructural facilities are the barriers in providing services. Again 1.25% librarian found fund, administration, infrastructural facilities as the barriers when giving service to the users and 0.25% considered time, administration and infrastructural facility as the constraints,0.75% considered time, staff, infrastructure as the barriers and 1% opined staff, administration, infrastructure and

there are 5.25% librarians who found fund, time, staff, administration and infrastructural facility that is all the factors as the barriers in providing service.

4.2.27 Internet Service

In the emerging society, internet is a mandatory thing. The School library is not an exception. Internet can help the teachers and students in many ways. Through internet they can easily access the-books and journals. They can get various information from internet at any time, they also can get the on-line study materials. They can also give
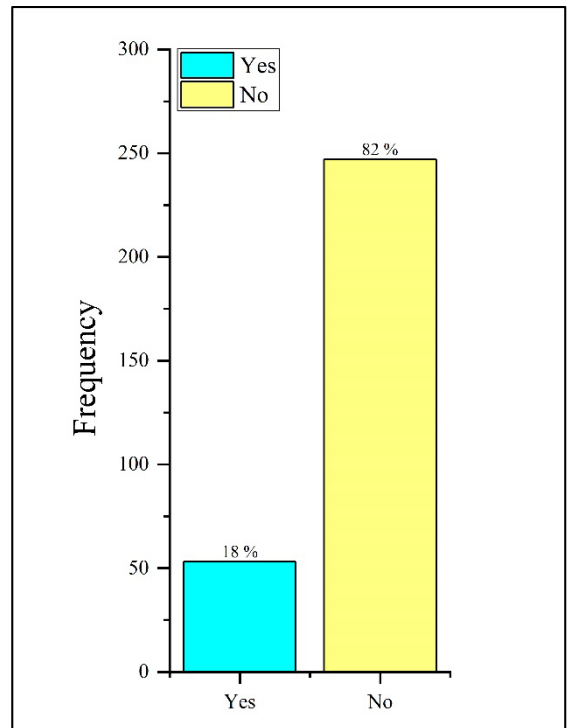
Figure 4.27 Bar graph showing the availability of Internet connection in the library.

the on-line mock test through internet. So connection of Internet is essential in school library but the scenario of the schools of West Bengal is not so satisfying. There are only 18% schools where internet collection is available in the school libraries but in the rest of the schools no internet connection is there (Figure 4.27).

4.2.28 Services Intended to Deliver

A good collection, efficient staffs, these are the important things in a library but the most essential thing in a library is the service to deliver that keeps the library running successfully. For the completion of the study the survey was done on 400 school librarians to know about the types of services they want to deliver, with the help of a closed questionnaire. These pie graphs are giving a clear picture of the services they want to deliver. According to the graph (Figure 4.28), 40% librarians or library-in-charges want to deliver the services according to the wish of the students. 3.75% librarians want to deliver service following the syllabus of the school. Only 0.75% librarians want to follow the library service rule and deliver the services as in the library service rule where 1.25% librarians want to give service according to the will of the institution committee and 0.25% librarians want to follow the will of the teachers when delivering the service. These were about the librarians who selects the single choice i.e. single type of service they want to deliver to the students. But there are many librarians who wanted to deliver two types of services and somewhere they wanted to deliver more than two types of services. According to the graph 33.75% school librarians suggested two services to deliver to the users and 20.25% librarians suggested three or more than three services to deliver to the students.

The librarians who suggested more than one service to be delivered specially emphasized on mainly two services i.e., to satisfy the wish of the students and to satisfy the wish of the teachers. According to the second pie, that is presenting the distribution of the double choice of the librarians 62.96% librarians gave emphasis on to deliver services mainly to the students and teachers where 11.85% librarians wanted to give services to the students and contributing to the syllabi. In 20% schools, the librarians
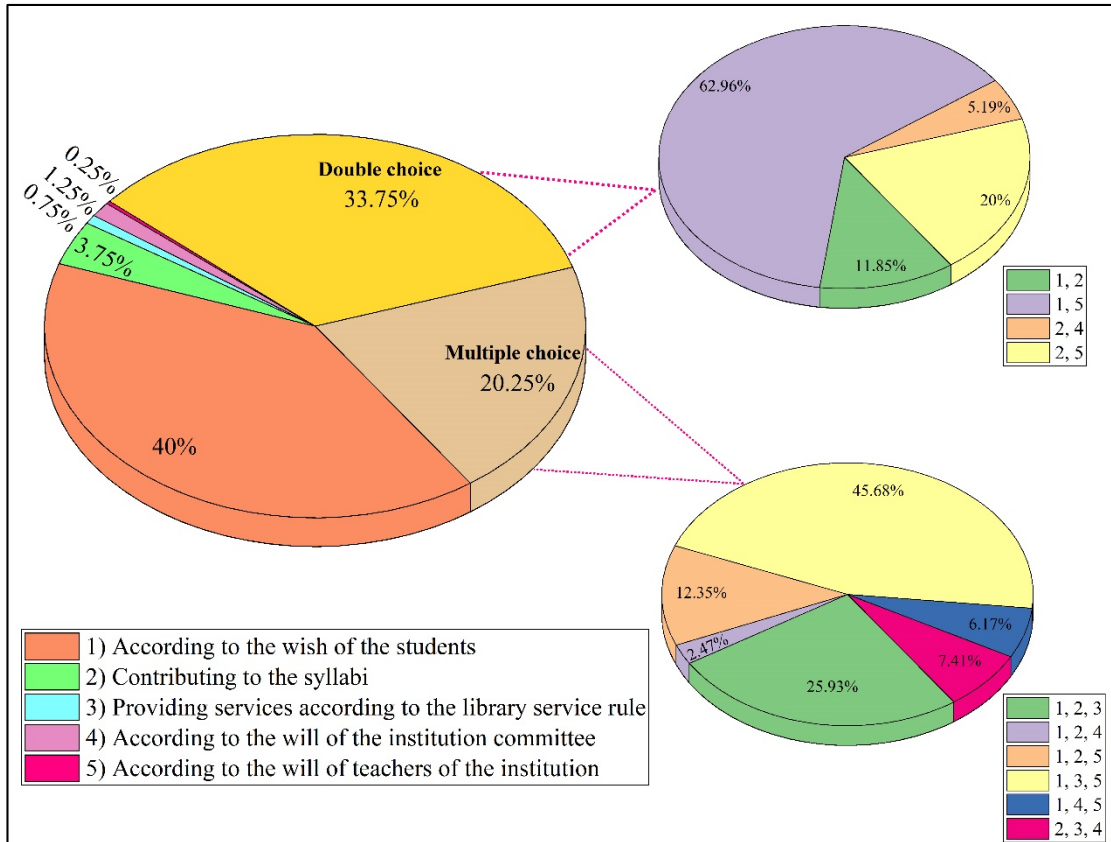
Figure 4.28 Pie graph showing the different type of services that the library authorities are willing to deliver. Total responses have been classified as single choice, double choice and multiple choice. The Pie graphs showing double and multible choices represent the responses where the respondents used to prefer more than one choices.

wanted to contribute to the syllabi of the school and along with this they also wanted to deliver service according to the will of the teachers of the institution and 5.19% of them wanted to contribute to the syllabi and according to the will of the institution committee. Within 20.25% librarians who selected multiple services to deliver, 45.68% librarians wanted to deliver service according to the wish of the students, library service rule and according to the will of the teachers of the institution, 25.93% wanted to deliver service according to the wish of the students, contributing to the syllabi and according to the library service rule. In 12.35% schools the librarians wanted to deliver services according to the wish of the students, teachers and contributing to the syllabi. Only 2.47% of them wanted to deliver service according to the wish of the students, according to the will of the institution committee and contributing to the syllabi where 6.17% librarian wanted to give service according to the will of the students, teachers

and institutional committee and only 7.41% wanted to deliver service according to the library service rule, according to the will of the institution committee and contributing to the syllabi.

4.2.29 Application of Pesticide

Pest control is an important issue in library. To protect the books from insects it is mandatory to pesticide the books in a regular interval. To know the status the librarians of 400 schools randomly taken from all over the West Bengal were asked about the pest control in their libraries. And the scenario not good as only 5.25% school librarians said that a regular basis pest control is done in their libraries but in 94.75% schools the pesticide program is not done regularly (Figure 4.29).
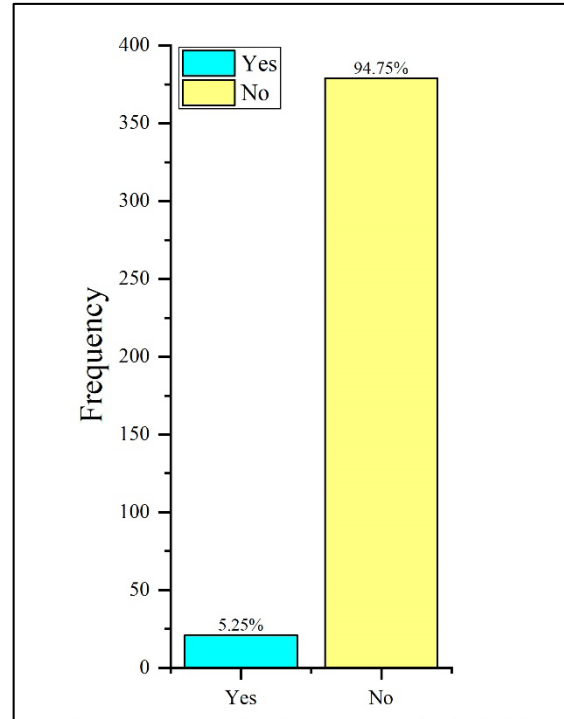
4.2.30 Weeding Out Policy

In the library weeding out of books is done for the accommodation of new books. During the research work the status of the school libraries regarding the issue of weeding out is revealed. Following the data, a graphical representation has been made. According
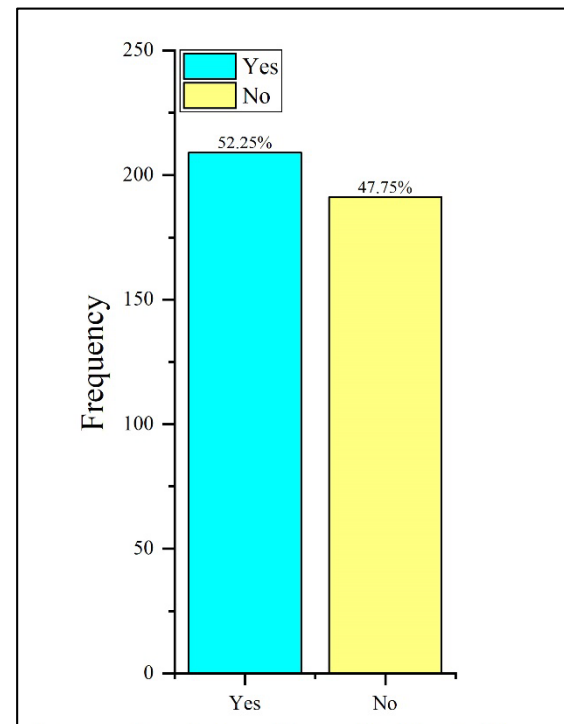
Figure 4.29 Bar graph showing the status of pest control in the library.

Figure 4.30 Bar graph showing the percentage distribution of schools where weeding out of books is done in a regular basis.

the graph, 52.25% school library regularly weeded out the old, rarely used, torn books from the library but 47.75% school libraries never weeded out their old books from the libraries (Figure 4.30).

4.2.31 Eagerness of the Students about Using Library

For the fulfillment of the study the librarians were asked to give their views about the eagerness of the students in using library. Library is made for its users. So, until the
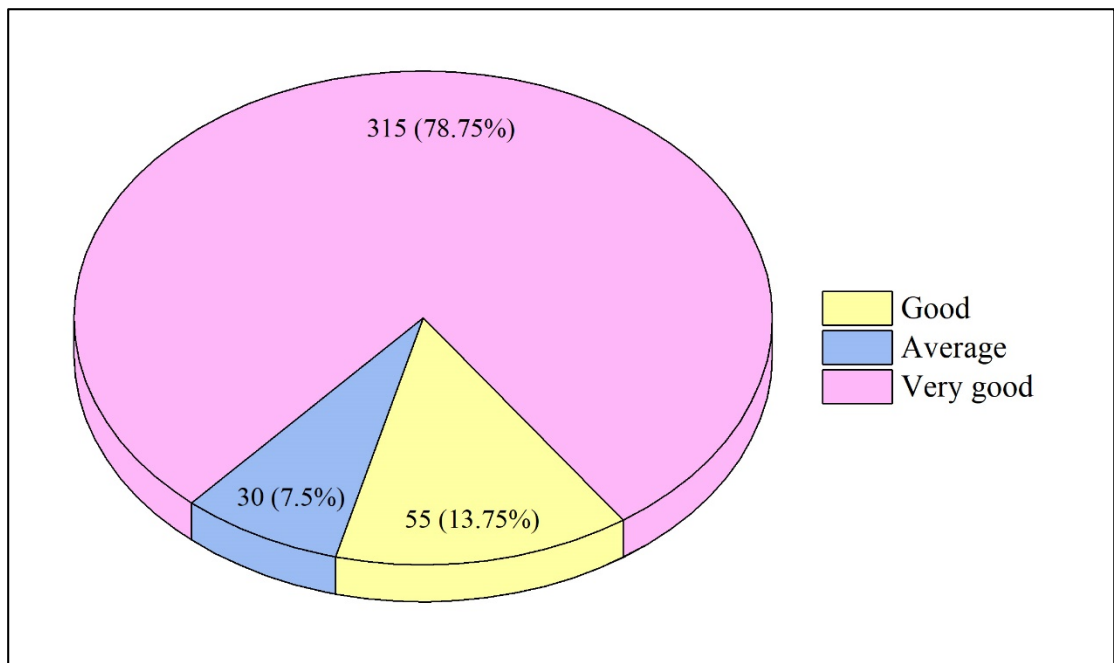

Figure 4.31 Pie graph showing the eagerness of the students about using the library.

users are not getting interest in using library the purpose of library would not be fulfilled. So, the eagerness of the students is the most important thing. This graph is giving a clear picture of the eagerness of the students according to the librarians of the schools. According to the graph,13.75% librarians rated the students as good regarding their eagerness of using library, where 7.5% librarians rated them as average, and 78.75% obtained 'very good' score regarding the eagerness of using library. And it is a matter of hope that though everywhere the infrastructure is not good, then also the students are taking interest in using library (Figure 4.31).

4.2.32 Problems to Operate a Library

In every institution, some factors always create some problems to operate a library. The graph is showing the distribution of the factors that create problems to operate the library in different schools. According to the graph (Figure 4.32) 2.75% libraries considered that lack of librarian is the factor that creates problem to operate the library and 1.25% libraries opined that not following any proper rules is the main factor to operate a library, 19% said that not having the proper budget is the main constraint,
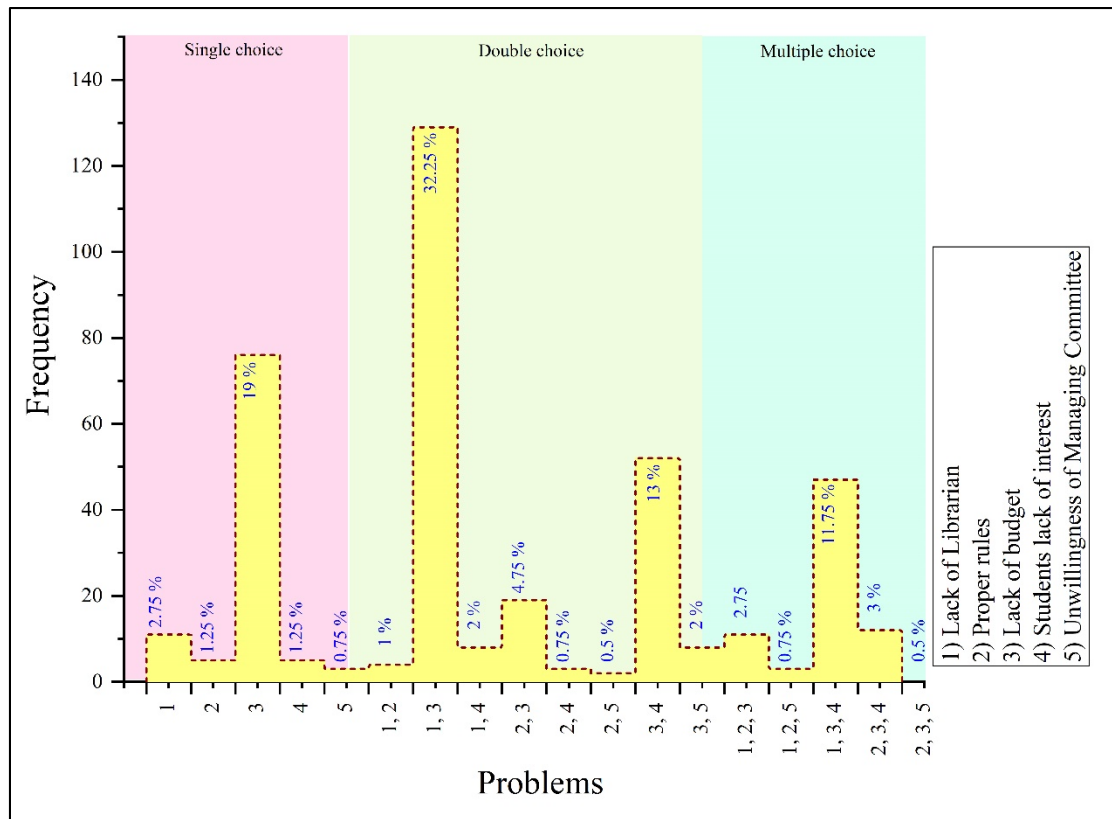

Figure 4.32 Bar graph showing the distribution of the factors that create problems to operate the library in different schools.

where 1.25% considered the lack of interest of the students as the main factor to operate a library properly. In 0.75% schools, the librarians said about multiple problem like unwillingness of the Administration and Managing Committee in library matters.

Some schools found more than one factors that affect the good operation of library. In 32.25% schools the officials opined that in their libraries both lack of librarian and lack of budget are the constraint in good operation of library. In 2% schools, permanent

librarians are not appointed and along with it the students are not interested in using the library where 4.74% schools objected about proper rules and proper budget, 0.75% said about not following proper rules and student's lack of interest where 0.5% objected about proper rules and unwillingness of the Managing Committee about library matters. In 13% schools lack of budget and students lack of interest are taken as the main problems. 2% schools faced the problems of insufficient budget and non-co-operation of the School Administration and Managing committee.

Some schools faced more than two problems while operating their library. In 2.75% schools have no permanent librarian. Along with it no proper rules are getting maintained in their schools and the budget allotted was not sufficient, 0.75% schools found lack of librarian, proper rules and non-co-operation of managing committee as the constraints in the operation of their libraries. In 11.75% schools, they had no librarian, no sufficient budget and the students are also not interested in using library where 3% schools opined that no proper rules, insufficient budget and non-interested students are the main problems in their libraries. In 0.5% schools, they considered that following no proper rules, insufficient budget and non-cooperation of the managing Committee are the factors that affected them to operate library properly.

4.2.33 Steps to be Taken to Grow the Interest of Students Regarding Using Library

Though a good collection, skilled staffs and good service are most essential things to run a library successfully, the main objectives of a library will not be fulfilled until the users are having interest to come to the library. In a school library the students are the main users and to take them in the library by growing their interest is the responsibility of a school librarian. For the fulfillment of the study, a question was asked to the librarians to give their opinion about the steps to be taken to grow the interest of the students in library which is represented by Figure 4.33. The first pie graph is showing the different opinions of different librarians regarding this issue. There are 43.75% librarians who opined that the most important step is conducting more library classes
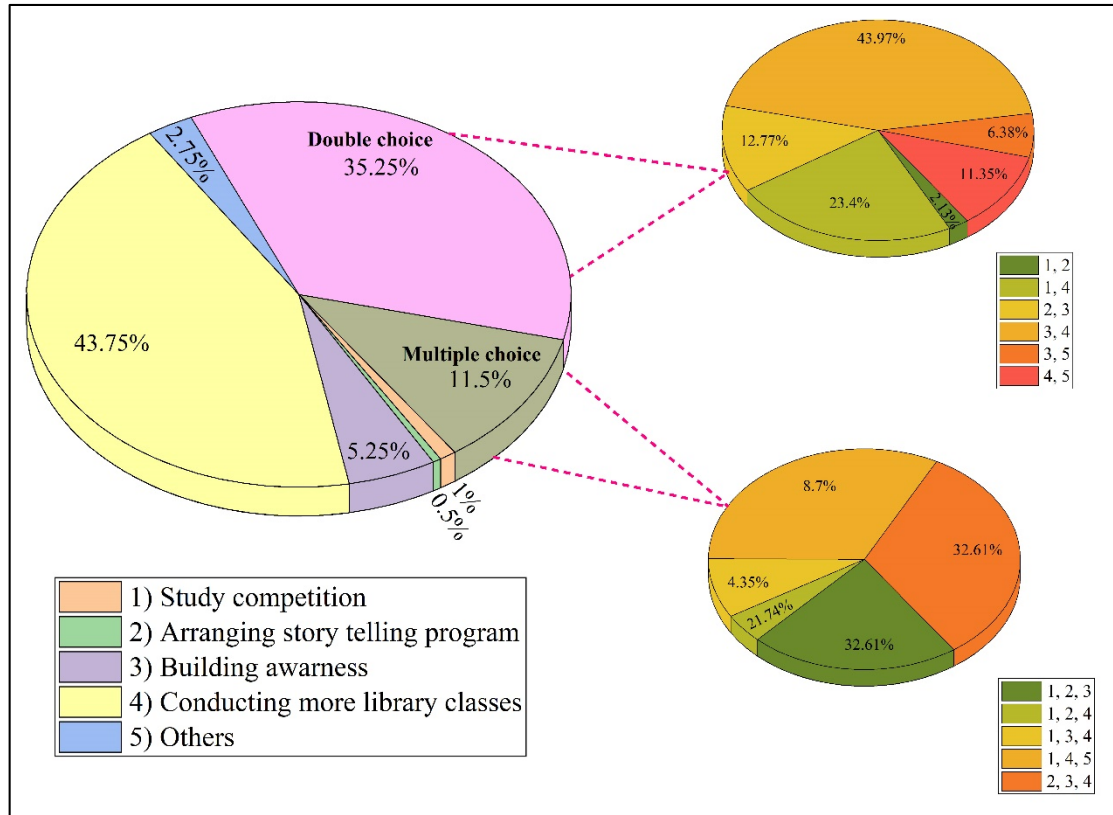
Figure 4.33 Pie graph showing the distributions of various steps that needs to be taken to increase the interest of students regarding using library.

to grow the interest of the students about library, 5.25% of them thought that building awareness would be helpful to grow their interest and 1% opined that study competition helps to grow the student's interest and only 0.5 % of them wanted to arrange story telling programme to grow their interest.35.25% of them selected two choices, 11.5% selected multiple choices. But there are 2.75% librarians who suggested to organize book fair and book exhibition to grow the interest of the students.

The second pie is showing the distribution of the choices of 35.25% librarians who suggested more than one steps to take to grow the interest of the students. Among them 2.13% opined for both study competition and arranging story-telling program where 23.4% librarian emphasized on both study competition and conducting more library classes, 22.77% librarians chose arranging story telling program and building awareness. Almost 43.97% librarians suggested both building awareness and conducting more library classes, 6.38% suggested building awareness and organizing

book-fair and exhibition to grow the interest of the students. In 11.35% schools the librarians suggested to conduct library classes and organizing book fair and exhibition. The third pie is showing the distribution of the choices of 11.5% librarians who suggested more than two steps to take to grow the interest of the students. Among them 32.61% librarians suggested study competition, storytelling, building awareness, and 32.61% suggested study competition, storytelling, conducting more library classes. In 4.35% schools the librarians opined study competition, building awareness, conducting more library classes, 8.7% emphasized on study competition, conducting more library classes, organizing book-fair and exhibition. Whereas, 32.61% librarians suggested arranging story telling programme, building awareness and conducting more library classes to grow the interest of the students.
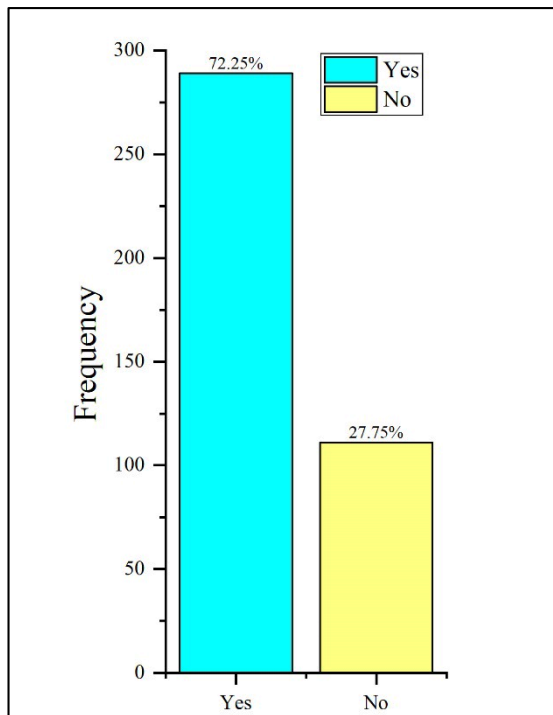
4.2.34 Public Library

Figure 4.34 Bar graph showing the availability of public libraries around the school.
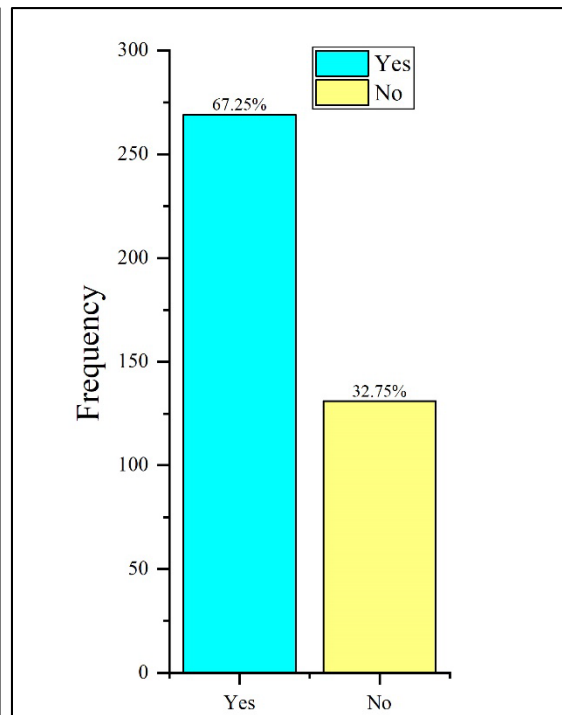
Figure 4.35 Bar graph showing the percentage distributions of school where a special section for the physically challenged students is present.

During the survey it is known form the statement of the librarians of the schools taken as the sample is that there are 72.25% schools where a public library is there with in a close territory, and 27.75 % schools have no public library around the school (Figure 4.34).

4.2.35 Special Section for Physically Challenged Students

The librarians of the schools were asked to give their opinion about the necessity of a provision of special section in the library for the physically challenged students and in 67.25% schools the librarians suggested a special section for physically challenged students in the library but in 32.75% schools they opined that they did not feel to have such section in their libraries (Figure 4.35).

4.3 Inferences

The overall analysis of 400 schools is depicting the present scenario of the school library system in West Bengal. It is observed from the analysis that a noticeable disparity is existing within the libraries regarding the various aspects of school libraries, viz., infrastructure, management and services. The disparity among the school libraries is mainly caused by the inadequate fund and lack of initiative taken by the Government. Lack of librarian is also one of the prime reasons behind the discrimination among libraries.