**AVAILABILITY AND UTILIZATION OF HIGHER SECONDARY SCHOOL LIBRARY FACILITIES IN MALAPPURAM EDUCATIONAL DISTRICT**

**VINEESH.P**

**Dissertation**

**Submitted to the University of Calicut**

**in partial fulfilment of the requirements**

**for the Degree of**

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2010**

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**CERTIFICATE**

**I,** **Dr: BINDHU,C.M** do here by certify that this dissertation **“AVAILABILITY AND UTILIZATION OF HIGHER SECONDARY SCHOOL LIBRARY FACILITIES IN MALAPPURAM EDUCATIONAL DISTRICT”**  is a record of bonafide study and research carried out by **VINEESH,P**. under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

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**ACKNOWLEDGEMENT**

The investigator is deeply indebted to his supervising teacher Dr. BINDHU,C.M. Associate Professor, Farook Training College , for her contact encouragement, generous help and valuable suggestion combined with expert criticism.

The Investigator would like to express his profound gratitude to Pro.A Faziludhin, Principal Farook Training College, for his whole hearted co-operation in extending facilities, and encouragement to conduct this study.

The Investigator expresses his thanks to the facilities, the librarian and the supporting staff of the college for their co-operation extended to completed the present study.

The Investigator is obliged to principals teacher of various Higher Secondary schools in Malappuram District who extended their support to collect the data related to this study.

The Investigator acknowledge with at most pleasure his friends and family members who have whole heartedly co-operated with the study.

**Farook Training College** **Vineesh. P**

DECLARATION

**I,** **VINEESH,P.,** do hereby declare that this dissertation, **“AVAILABILITY AND UTILIZATION OF HIGHER SECONDARY SCHOOL LIBRARY FACILITIES IN MALAPPURAM EDUCATIONAL DISTRICT”**  has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

**Farook Training College**  **Vineesh.P.**

**­­­ -12-2010**

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Education is the pivot on which the overall human developments rests. It enables everyone to have a meaningfull life. Education has formed the basis for the development of society. It is also categorically believed that a nation marches towards a progress only through making proper utilisation of her human resources is the primary function of education. It produces thinking and rational individuals, which are the needs of all societies.

Education helps to bring about political, cultural, intellectual and emotional changes. In a democratic country like India what the society needs today in a system of education which enables the pupils to taken an active role in its development, the educational endeavour is expected to create a self confident individual with strong commitment towards democratic values and secularism. It is the task of the educational system to help children to develop social values and attitudes.

School is a miniature form of the society, where children are trained to become good citizens. Education provides the ‘do’s and dont’s for good citizenship. Education is the medium for bringing out cultural change and cultural transmission in the society. School is the prime agency for providing education. Hence school in a sense, is responsible for cultural heritage and its protection. In a modern or developing society we cannot endure the absence of school because school is acting as the back bone for developing better societies and communities.

School is the nursery where the seeds are students, who will grow in to mature grownups, and education is the water, manure and other nutrients for the growth of such seeds.

We know that it is easier to teach the children with reading parents and coming from homes well supplied with books are easier to be tought, to the young the world. One of the main aims of education is to teach the basic principles of reading and writing, in order to write well it is necessary to have sufficient reading.

Each and every society aims to produce individual, who have rational thinking ability as the educational input. Rational thinking ability of the individual is based upon the cognitive development. For proper cognitive development knowledge input is necessary. Knowledge expansion depends largely upon reading ability of the individuals. Availability of good reading materials is a pre-requisit for promoting and enriching the reading ability. Library is an incessant source of required reading materials.

Formal education is soldly based on school activities. Activities based on occupies a prominent place in the curriculam transaction. Library method, assignment based on library resources, activities for wide and independent reading etc directly based on library of the institution.

Books are the most reliable and easiest means of access of the treasury of wisdom. There for the pupil must have a library system where information is systematically arranged and easily availd to ensure their proper up bringing.

School libraries are the foundation of modern educational structure, where education has become student centered. The later excellence of many learner depends upon the foundation he had in the school and school libraries.

The Secondary Education Commission 1952-53 emphasised the need and importance school libraries and says that “It has become a matter of higher priority to promote desire and habit to general reading among our students. This means, in effect, the establishment of really good libraries in school and the provision of intelligent and effective library service. Many academic hobbies and co-curricular activities postulate the existence of a good, efficiently functioning library. The library may will be regarded as an essential instrument for putting progressive methods in to practice.”

If the pupils had developed sound reading habits, for the utilisation of school libraries during their school years. There would be a number possibilities for them to utilise the public libraries and move up in to better careers in their later life. UNESCO in its manifesto, for public libraries stressed the importance of library in education and stated that,

“Right of access of information is the basic right of an individual in a democratic society. Active and informed participation of each and every individual and group in country’s affair is essential for a democratic set up. Citizens are there for made knowledgeable to both, through formal and non-formal education on continuing basis. Library is an agency which can serve this purpose most efficiently, effectively and economically. It is recoganized as an engine of great potentialities, for national welfare and as essential foundation for the progress in education and culture with out which no people can hold its own in the struggle for existence. ”

The library contributes, vitally to the development of teaching and learning activities in the schools and also serve to the intellectual growth of the students. Libraries are important because they are the reservoirs of knowledge, they are also powerful contributors to the spread of education. Library is an essential part of an educational programme to sharpen the intellect, unfold the mysterious faculties of mind and train and individual to live well in a civilised society.

The importance of library in a school being realised now. The work of the school is to give to the student a knowledge of necessary things and brings about such an all round development of the student that he is able to lead a successful life. The span of man’s life is not so big that he can learn by the various experiences gained and accumulated by ancestors. These experiences have been recorded in various books so that they may not perish. Man saves a lot of his own time with the help of the vast store of wisdom and experience accumulated by his fore fathers and handed over to him as a legacy. A knowledge of these experience facilitates his work of acquiring new knowledge. Hence a library is a necessity for a school and sufficient attention should be directed towards its proper organisation, utilisation and development.

The experience of ancestors are called in the form of books. Hence collection of books and good management of libraries is very important.

Students do not easily forget that which is to their taste and learned through self efforts. The whole atmosphere of the school is related with education and a library creates a suitable atmosphere. Reading to various books makes knowledge more perfect.

It is believed that educational achievement of an institution is directly related to its library facilities. The contribution of school library in improving the quality of education is well recognised. The library facility is implemented in the schools of kerala with these views.

**NEED AND SIGNIFICANCE OF THE STUDY**

No school or university without a library, adequate for its needs and size should be recognised as a worthy centre of education.

Libraries are the shelves where all the relics of saints full of virtue and that without delusion and importance are reposed.

The library is the most effective and economic medium for spread of education and dissemination of it. There can possibly be no better institution than an a library for collecting, analysing, storing, and disseminating right information on the other hand, libraries are thus indispensable for the society for meeting its informational needs.

The school years are formative ones, the library habit including reading habit must be formed at the school stage. Education being a life long process, a library serves as a stepping stone in direction. Our slogan should be “catch them at an early stage.”

The main aim of the teaching is to facilitate learning. An education institution aims at providing formal education to all who may join it. The students receive their education through class room lectures, but widening the frontiers of knowledge a student need to read a variety of reading materials and journals on numerous subjects. A good library provides and try to create a wide range reading interests in the minds of students, the responsible successors of tomorrow.

Kothari commission (1964-66) has laid the stress on proper development of education, the aim is to bring books, students and scholars together under co-ordination which encourage reading for pleasure, self discovery, personal growth and sharpening of intellectual curiosity.

Education is a process in which the three different entities are associated the school, the teacher, and the tought. However this process cannot be completed, unless the schools are provided with adequate teaching aids, among which books dominate most. Thus library in the school education is an indispensable unit of informal education to open new vista of knowledge by cultivating the habit of reading in the minds of the young pupil.

The existence of the good libraries in the schools becomes imperative to cultivate a reading habit among the children so as to make them conscious, rational and productive citizens of the future. Thus the significance of a school library to beyond questions.

This study was thus undertaken in the hope that the new knowledge yielded by the endeavours would be helpful to students, teachers, administrators and educational planners.

All the activities in the schools are having their own influences in the quality of students. When we analyse the present conditions of school libraries it is given less importance.

According to the Kerala education Act 1958 government had directed to make separate room (6x6x2.80) for the school library. The investigator from his personal experience found that many higher secondary schools are not having the specified rooms.

General reading habit and general awareness of students are decreasing day by day. So it is assumed that there is either the lack of library facilities or the lack of encouragement from the authorities for the proper use of libraries. This necessitates the importance of the study based upon library.

Libraries and educational institutions are like the inseparable siamese twins, the school libraries remained like nobody’s baby. So it is important to study, why this is not given the desirable importance.

All though many school possess a library to their credit, skill the library service are far from satisfactory.

Even though some schools possessed a good number of books, still there are no effective utilisation procedures of available facilities.

By the Kerala Government order of 1969 (G.O (p) 46/69/Edn.). Education department in charging special library fees from each and every students, so in order to find out the extent of its utilisation and its impact the study to found relevant.

Inspite of the direction from the central Government level for the appoint of full time librarian for the proper functioning of libraries, it is understood that such a direction is not given due importance and there is no single institutions. Which is having full time qualified librarian. So it is important to fined out whether the library system, requires a full time qualified librarian of that kind are makes any other attractive arrangement for it.

The system of education brought in to the curriculum of today’s primary and upper primary education is more life centered, and child centered.,

This dynamic generation, which has trained itself to find out the data it needs will find itself difficult. When it reaches the secondary and higher secondary level, were the books are adequate. As an preamble to this an assessment of the present situation must be made and necessary changes must be incorporated.

As a student of education, the investigator constantly contact with the library facilities realised several problems related with the availability and utilisation, in which a comprehensive programme needed more attention and solution for making the programme effective, the investigator found that the present study is very significant.

**STATEMENT OF THE PROBLEM**

**“AVAILABILITY AND UTILIZATION OF HIGHER SECONDARY SCHOOL LIBRARY FACILITIES IN MALAPPURAM EDUCATIONAL DISTRICT”**

**DEFINITION OF KEY TERMS**

**Library facilities**

It means, favourable conditions as adequate physical facilities, adequate reading materials and library organisation and management available in the libraries.

**Availability**

In this study availability refers to those inputs of the library which are reading accessible to one who seeks them.

**Library utilization**

Library utilization means well planned and deliberate attempt to make use of library facilities. It includes schedule to visit the libraries, time spend in the library, number of books and periodicals borrowed and satisfaction and dissatisfaction with the library facilities and use.

**Higher secondary schools.**

School recognised by the Government of Kerala for providing education to +1, +2 students.

**Malappuram Educational District.**

The area under the jurisdiction of Malappuram District Education officer including sub-district of Manjeri, Nilambur, Wandoor, Kondotty, Mankada, Perinthlmanna, Areacode and Kizhisseri.

**VARIABLES OF THE STUDY**

The present study tried to find out the Availability and utilization of library Facilities of Higher Secondary schools of Malappuram Educational District.

The variables selected for the study are:-

1. Library Facilities in Higher Secondary Schools
   1. Infrastructural facilities.
   2. Library resource available in Higher Secondary Schools.
2. Utilization of library facilities by the Higher Secondary Schools.

**OBJECTIVES OF THE STUDY**

1. To find out the nature and extent of Physical Facilities Available in School Libraries of higher secondary schools of Malappuram Educational District.
2. To find out the availability of Library Resources in the higher secondary schools of Malappuram educational district.
3. To study the details regarding the libraries who are in change of extending Library Service in the higher secondary schools of Malappuram educational district.
4. To find out direct and indirect initiatives of teachers for promoting the use of school libraries among students.
5. To identifiy the problems faced by the students in the proper Utilisation of Library Facilities.

**METHODOLOGY**

The present study “Availability and Utilization of Higher Secondary Schools Library Facilities” comes under the preview of descriptive method of research. Researcher followed survey method of data collection through questionnaire in this study.

**Sample for the study**

The study has been completed on the basis of data collected from the selected 20 Higher Secondary Schools of Malappuram educational district. All the librarian and 5 teachers each, 20 students from each schools and principal of the Higher Secondary Schools were taken as the sample for present study.

**Tools used for the study**

* Questionnaire to librarian
* Questionnaire to principal
* Questionnaire to teachers
* Questionnaire to students

**SCOPE AND LIMITATIONS OF THE STUDY**

The aim of the study is to find out the extend of availability and utilization of school library facilities in Higher Secondary Schools of Malappuram educational district.

Though the study is based upon Malappuram educational district it is also helpful to analyse the availability and utilisation of Higher Secondary School facilities in other district.

Since library occupies the prominent position for imparting effective education, the study will help for enhancing the effectiveness of school libraries at large.

Malappuram educational district is more or less a miniature of the whole state. Though the study was conducted at Malappuram educational district, its findings may be generalisable all over Kerala.

As the thesis has to be submitted towards the close of academic year, the time of the disposal of investigator is very limited. So the investigator confined this study based on selected Higher Secondary Schools of Malappuram Educational district.

The study was mainly based on the data collected through questionnaire. So subjectivity of the respondent may influence the data.

Inspite of all these limitations the investigator has made earnest attempt to make the study comprehensive, objective, pricise and accurate as far as possible. It is expected that the study will yield dependable and worth while findings for better availability and utilization at higher secondary school library facilities and stimulate further studies on this area.

**ORGANISATION OF THE REPORT**

Chapter I presents a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, Methodology, scope and limitations of the study.

Chapter II presents the theoretical aspects of the variables and a summary of the received related studies.

Chapter III the methodology of the study describing the variables selected, the tools used selection of sample, data collection procedure, scoring procedure and statistical technique used for analysis are given.

Chapter IV describes the analysis of data and discussion of results are given.

Chapter V presents the summary of the study, major findings, educational implications and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

The review of related literature is essential, in order to avoid the use of unsuccessful tools and techniques in research programme. It enables the investigator to locate and identify the appropriate areas of the current study by comparison and contrast of similar topics under review. In this chapter, the investigator has attempted to find some relevant ideas from related literature.

This chapter consist of two parts

1. Theoretical perspective of School library.
2. Review of related literature.

**a) THEORETICAL PERSPECTIVE OF SCHOOL LIBRARY**

It is only during the second half of the 19th century that the value of libraries comes to be generally recognised. In India the tradition of learning has been strong since ancient times.

Libraries have been strong since ancient times. Libraries have been considered as necessary appendage of learning. In the history of librarianship in our country, Dr. S.R. Ranganathan has earned a permanent place.

In India millions of children are going to school and learning to read. It is necessary to cultivate the habit of reading in children from the very beginning.This habit of reading among children may be developed by providing them with attractive and illustrated books. As these are the formative year of childs personality, the habits he develop at this stage will last for the whole life. The economic condition do not allow the parents to purchase many books for their children. In this circumstances establishment and development of school libraries are the only answer to satisfie the needs of children.

Moreover the report of Secondary education Commission recommends that there should be effective library service in schools. Schools of the past were entirely dependent upon the text books only. Now the situation has changed, knowledge is expanding with tranoudous speed. In order to cope with this drasfic changes one has to seek the help of centeres which disseminate knowledge. To day education are aware that learning cannot be confined to classroom alone. As a result in out country too, steps have been taken for the establishment of libraries in schools.

In IXth of the fifth All India Educational Survey, conducted by National Council of Educational Research and Training (NCERT) and published in 1993, the report acknowledges the importance of school libraries in the following wards.

“Library is an integral part of school having the potential to promote academic growth and in still reading habit.”

**School Libraries**

Libraries according to the nature of their collection work and services are broadly classified in to public, academic and special libraries.The academic libraries are further classified as.

* School libraries
* College libraries
* University libraries

School libraries are at the foundation level of education and University libraries are at the apex level. The later excellence of any learner depends upon the foundation he had in the schools and school libraries.

A library is repository wisdom of great thinkers of the past and present. It makes it available to the readers in the shape of books. A well equipped and well managed library is the foundation of modern educational structure. The modern trend of education is to develop a thinking individual who should prove to be self-relicent person in every walk of life. Education has become student centered, it has been recognised that student is the most important input to the educational process. Library is a place where a student came and learn independently.

If the pupils have developed sound reading habits during their school years and utilised school libraries these every possibility for them to utilise the public libraries and move up in to better careers no their later life.

A school library does not exists for itself, it exist to serve the objectives of the parent teacher Association. The objectives of good educational system are to equip individuals to be able to play their role in the society effectively. The aime of good school library is to become a force for educational excellence. The objectives of school library are.

1. To aquire, process and make available documents to serve the needs of the students and teachers adequately.

2. To provide user education to enables students to become skillfull and discriminative users.

3. To create, life long reading habits among students.

4. To play on effective role in school programme.

In order to achieve the objectives, a modern school library should also be considered a resources centere, providing open access, to its users, it should be made a centere of informal education, above all its should be hub of activities in a school.

**Functions of School Library**

In order to advance the objectives of school education, a library should perform the following functions.

**Teachers**

1. To provide the requirements of the teachers with regard to text books, reference materials and curriculum enrichment materials (like books on method of instruction, formulation of curriculum, psychology of children etc.)
2. To provide information
3. To teach the use of library
4. To encourage and assist the teachers to teach through the library in accordance with the educational objectives.

**Students**

1. To provide reading materials.
2. To provide information
3. To create reading interest among students by means of library hour.

4. To assist children to enjoy reading experience, to read with discrimination and make profitable use of their leisure time.

5. To provide guidance for students in use of books, reference books and other materials and tools of the library.

6. To encourage to provide facilities for independent learning and self preffeled study both with in the syllabus and beyond it.

**b) REVIEW OF RELATED STUDIES**

The purpose of the present study is to estimate the availability and utilization of higher secondary school library facilities of Malappuram educational district. In this respect the investigator has make a survey of these studies relating to this area. The reviewed studies are summarised and presented below.

Lohithakshan (1976) studied the conditions of school libraries in Kerala and found that their working was far from satisfactory .He noticed many of the school libraries were functioning in the best interest of pupils ad there is no facilities in the lower primary schools in the state.

Naqvis article (1977) on importance of school library is the new educational pattern gave some suggestion for improvement of school library under three heads .What should the principle do? what should the teacher do ? and what should the librarians do? The principle should books on librarian since to understand the basic techniques, he should encourage students and teachers to use library resources effectively and he should have administrative authority. The teacher should motivate the student to make use of the resources of the library and should guide the students reading .the librarians should be able to adjust well and work harmoniously with the children and teachers and he should have a working knowledge of reference source.

Bavakutty (1981) in his article “ school libraries in kerala” gave a authentic picture of the present condition of the school libraries. The article revels that in the absence of qualified fulltime librarians, teachers usually language teachers were entrusted with the charge of school libraries. This were no library committees and proper book selection methods were not followed. He concluded by saying that the present condition of school libraries in the state was not conducive.

Mulha, (1983) states that the school library service in keneya was inadequate. The investigator pointed out that the lack of definit policy of the government was the major reason for the inadequacy. He also commanted about the support provided to certain schools by privet agencies for their efficient working.

Bhatia (1985) Conducted “study on education policy and school library”. According to him to make the library an active ingredient in teaching, it is imperative to change the teaching method. Teaching in schools should be organised in such a manner, which make it compulsory for all students to use library resources students could be taught method to use basic reference tools like bibliographies, catalogues, dictionaries, encyclopaedias etc in additions they could be given assignments based on resources available in the library instead of text book only.

Patil (1990) Conducted a study about the libraries in manglore city. In this study he attempted to analyse the state of libraries, their finance, books resource, furniture and other equipments and services. He suggested that more emphasise should be given for the reference service and there should be provision for library committee and user orientation programmes.

Venugopal (1993) study conducted about the resources and services in the Secondary school library in the Quilon educational district. The main subjective of the study were to examine the system of school libraries prevailing in the kerala state to support varying curriculum demands of students questionnaire and interview method are used for collecting data. The major findings include the lack of proper collection inadequate space and physic and facilities, absence of library hourse, inadequate of services, closed access system of library etc. A development plan is provided for the school libraries in the state by integrating all type of school, Government, Aided, Privet school libraries.

Rossamma (1994) conducted a study of Secondary school in Malappuram district to collect data regarding the facilities and services and services of school libraries. In most of the schools the collection contain less than 500 books. Newspaper and magazines are purchased by only a small percentage of the library. The only service offered the issue of books that too is done irregularly. In most of the school there is no separate room for the library. A teacher is given the charge of library. The funds available for the library are inadequate.

Umanakave (1994) Made a study on the role of school libraries in the new educational policy in Nigeria. In this study the investigator stressed the fact that the link between the library and education in strong one. One can there for clain that education in general can be greatly chanced with provision of good libraries in the country. Unfortunately however, library provision in our primary and secondary school have much to be desired. A lost still need to be done there for to be raise the standered to school libraries to enable them provide adequate service to their clientele. All hands must there for be on the duck to achieve a glorious future for school libraries in the country. Any investment in the development of libraries in money wisely spend and no amount should be considered too much.

Das in (1995) conducted a study about attitudes of teachers towards library oriented instruction programme in the secondary school in the Ganjan district of orissa. The study was based on the sample choosen from the ten schools of the district having at least a strength of thousand students and representing all the education districts. For determining the extend use of school libraries by the teachers and students of fifteen secondary schools of Berhapur town were designed and each of respondents were interviewed with the help of questionnaire.

Devarajam (1995) Conducted study is selected secondary schools kerala to examine the impact of socio-economic factors on the reading habits of students. The major finds are irrespective of the socio-economic background the student like to read literature, particularly novel, text books are the main source of students for the preparation of examination and student who study in school having library periods in the time table show a good flair for reading. The major recomentation are the schools should have separate library buildings and have well equipped collection reading materials. There should be liberal loan facilities and full time librarian must be appointed.

Sunil Kumar (1997) studied “Problem of school libraries in present day education” traced that the attention system highlights the problem being faced by school libraries in day to day operations of libraries serving the needs of the student. Also indicate the lack of facilities provided in the school libraries and suggest to find out solution being problem faced by school libraries.

Seema (1997) made a study on attitude of students and teachers towards library oriented instruction in high school in calicut city. In this study the investigator is taken a sample of 60 students and 60 teachers from six English medium high school in calicut city. The data collected through questionnaire method. The study states that the teachers and students appreciate library oriented education, but lack of time and present educational set up discourage such a practice. The study says that the school library place significant role in the academic achievement and non academic achievements in various extra curricular activities of the students.

Abdul Gafoor (1999) made a “study of the library facilities in the secondary schools.” In this study the investigator has collected data through questionnaire method. The study states that the school library occupies a prominent position for imparting effective education.

Inci Onal. H (2005) conducted a study on new developments on the Turkish school library scene. The overall purpose of these article is to describe the history, growth and development of school libraries in Turkey from 1923 to 2004. The research on which this article based on used the survey method. Data were collected through literature analysis, questionnaire, interview and observation. It conducted about 100 secondary education institutions. The finds concluded that in order to optically deliver information services in secondary education institution, it is necessary to connect with guide users by all means available, there by providing endless possibilities for perpectual connectivity and human development.

Paul (2005) conducted a study on the functioning of libraries in secondary schools of kozhikode district and conclude that the functioning of libraries of kozhikode district was not satisfactory. In most of the privet school libraries are functioning well but the government school have to improve more in the functioning of libraries. Books are very less for the development of reading ability in students.

Agnes Ebi Maliki and Rachel. D (2007) conducted a study on students background variables and utilization of library resources among secondary schools students in southern senatorial district of cross river state Nigeria. The investigator developed 19 item students back ground questionnaire and 22 item students utilization of library resources scale was utilized. The design adopted in this study is the export fato design the instrument was administered on a sample of 280 students. The research findings indicate that the student background variables are significantly related to as well as significantly predict their utilisation of library resources. Study advocates that parents need to provide the enabling physical and psychological environment for their children to read study and develop.

Achterman, D. (2008) conducted study on school libraries and student achievement in California. The descriptive and non experimental study examine the strength of relationship between California school library media programmes and student achievement. Using data from California criterion .referenced the state wide test and state survey of school library programme. The result indicate substantial discrepancy in library levels from the elementary grades to the high school.

**CONCLUSION**

As it is clear from the review of previous studies the utilisation library facilities by Higher secondary students was not much. Again not much information is available about the facilities of Higher secondary school libraries. In this context the investigator decided to analyse the library facilities and its utilisation by the Higher Secondary School in Malappuram Educational district.

**METHODOLOGY**

The Methods and procedures adopted determine the adequacy and accuracy of result of any research work. The tools used for data collection employ distinctive ways of describing and quantifying the data (Best and khan). So the selection of sample, tools used for data collection and statistical technique employed for analysing the data are much more important and are described in this chapter.

The major objectives of the present study is to find out availability and utilisation of library facilities of Higher secondary school in Malappuram Educational Districts.

The Methodology of the present study has been described under the following heading.

* Objectives of the study
* Variables of the study
* Tools used for the data collection
* Sample for the study
* Data collection procedure
* Statistical technique used.

**OBJECTIVES OF THE STUDY**

* + - * 1. To find out the nature and extent of Physical Facilities Available in School Libraries of higher secondary schools of Malappuram Educational District.
        2. To find out the availability of Library Resources in the higher secondary schools of Malappuram Educational District.
        3. To study the details regarding the libraries who are in charge extending Library Service in the higher secondary school of Malappuram Education District.
        4. To find out direct and indirect initiatives of teachers for promoting the use of school libraries among students.
        5. To identify the problems faced by the students in the proper Utilisation of Library Facilities.

**VARIABLES OF THE STUDY**

The present study tried to find out the Availability and utilisation of Library facilities of Higher Secondary Schools of Malappuram Educational District.

The variables selected for the study are

1. Library facilities in Higher secondary school

a) Infrastructural facilities

b) Library resources available in the Higher Secondary school

1. Utilisation of library facilities by the Higher Secondary schools

**TOOLS USED FOR THE DATA COLLECTION**

* Questionnaire to librarian
* Questionnaire to principal
* Questionnaire to teachers
* Questionnaire to students.

**Preparation and Administration of Questionnaire**

After referring the available materials, relating to the present study and discussing with the experts in the field, the investigator developed the tools keeping all possible facts of school library system by considering face validity and construct validity, with atmost care.

The investigator prepared four types of questionnaire for the librarian, for the principal, for the teachers and for the students.

**a) Questionnaire to the librarian**

This questionnaire consist of general information of school such as name, place, category and pattern of school.

Personal details of librarian such as name, qualification, additional qualifications, additional salary, reason for taking library chare, working hours per week.

Physical facilities and resources available in school library such as type of libraries, room facility, furniture facility, electricity, general records, total number of books, language books and reference material etc.

Details regarding provision for the utilisation of available library facilities by students and teacher, such as issue time, allotted time for the return of books, separate section for teachers.

Eg: (i) Does the librarian have a separate seat in the library?

(ii) Total number of books issued for all classes in the last years?

Problem faced by librarian and suggestion put forward by them.

**b) Questionnaire to principal**

This questionnaire consist following aspects such as

Details of school place, pattern of school and strength of the student and teachers.

Personal details of principal such as name, qualification and experience.

General details of library and facilities, direct and indirect action taken for the promotion of library

Eg: (i) Do you buy all the books suggested by teacher?

(ii) Are the special news exhibited on the bulletin board?

Problems and suggestions faced by the principal and suggestion for effective use of library.

**c) Questionnaire to teachers**

This questionnaire consist of the personal details of teachers such as name, qualification and subjects. Use of library by teachers and facilities available to them such as reference section, separate sections and time spend by teachers for the library utilisation in a week. Direct and indirect initiatives taken by teachers for encouraging the use of library facilities by the students.

Eg: (i) Do you utilise books from the school library?

(ii) Do you help the librarian?

Problem faced by the teachers and suggestion made by them for the promotion of utilisation of library facilities.

**d) Questionnaire to student**

The student questionnaire included personal details of students such as name, class etc. Direct and indirect initiatives from authorities to promote utilization of school library facilities. Details regarding the utilization of school library by students.

Eg: (i) Do you read books from library?

(ii) Do they collect library fine from you?

Problem faced by students and their suggestions for better utilization of library facilities.

**SAMPLE SELECTED FOR THE STUDY**

The sample was selected by stratified random sampling technique due to wide scattering and limited time, the study was limited to one district Malappuram. The present study is conducted 20 higher secondary schools of Malappuram educational district. The data collected from all the librarian, principal, 20 students 5 teachers randomly selected each school. The total number of the students are 400 and the teachers are 100. Break of the sample selected for the school is given table No.I

**TABLE No.1**

**List of Higher Secondary Schools**

|  |  |  |
| --- | --- | --- |
| **G.H.S.SCHOOL** | **AIDED SCHOOL** | **UN-AIDED SCHOOL** |
| G.H.S.S.Areacode | S.S.H.S.Moorkkadu | S.O.H.S.S Areacode |
| G.B.H.S.S.Manjeri | H.M.Y.H.S.S.Manjeri |
| G.H.S.S.Kuzhimanna | E.M.E.A. Kondotty |
| G.V.H.S.S Omanoor | S.V.H.S.S Palemad |
| G.V.H.S.S. Kizhuparaba | P.P.M.H.S.S. Kottukara | Jamiya H.S.S.Edavanna |
| G..V.H.S.S. Kondotty | V.H.M.H.S.S.Morayur |
| G.M.H.S.S. Nilambur | M.S.P.H.S.S. Malappuram |
| G.H.S.S. Elayur | Marthoma  H.S.S. Chungathara |
| G.H.S.S. Vazhakkad |
| G.H.S.S Chelari |

**DATA COLLECTION PROCEDURE**

The investigator visited 20 Higher secondary schools of the specified area and the questionnaire given to all the 20 principal. The purpose of the study was made by clear to the subjects, and necessary rapport was established. With the permission of principal of the institutions the investigator distributed the questionnaire among the librarians, teachers and students, proper direction as how to respond to the questions were given to all. Every possible precaution was taken to get back the questionnaire. Fill up questionnaire were collected by the investigator directly.

**STATISTICAL TECHNIQUE USED**

Descriptive Method of statistics used for analysing the collected data. Percentage analysis is used in the study.

**ANALYSIS**

The present study is to find out the availability and utilisation of higher secondary school library facilities in Malappuram Educational district. This chapter deals with the analysis and interpretation of the data as per the following objectives.

**OBJECTIVES OF THE STUDY**

1. To find out the nature and extent of Physical Facilities Available in school Libraries of higher secondary school of Malappuram educational district
2. To find out the availability of Library Resources in the higher secondary schools of Malappuram educational district.
3. To study the details regarding the libraries who are in charge of extending Library Service in the higher secondary schools of Malappuram educational district.
4. To find out direct and indirect initiatives of the teacher for promoting the use of school libraries among students.
5. To identify the problems faced by the students in the proper Utilisation of Library Facilities.

Available facilities of higher secondary school libraries in Malappuram educational district

The investigator attempted to study the physical facilities and library resources available in each higher secondary schools of Malappuram educational district. The details of findings are given below.

**AVAILABLE FACILITIES OF HIGHER SECONDARY SCHOOL LIBRARIES IN MALAPPURAM EDUCATIONAL DISTRICT**

**a. PHYSICAL FACILITIES**

1- Availability of room facilities

According to the stipulation made by KER, there should be separate room of 6x6x2.80 space for library. Data collected for finding out the facilities available in school library room. The details about type of room and physical facilities such as furniture and other facilities provided in the library rooms are assessed. The details are presented in Table 2.

**TABLE 2**

**Details of facilities available in school library room**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Facilities | Govt | | Aided | | Unaided | | Total school | | Percentage | |
| Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Specified room | 3 | 7 | 3 | 5 | 1 | 1 | 7 | 13 | 35 | 65 |
| Ventilation | 8 | 2 | 8 |  | 2 |  | 18 | 2 | 90 | 10 |
| Shelves | 10 |  | 8 |  | 2 |  | 20 |  | 100 |  |
| Stands | 8 | 2 | 8 |  | 2 |  | 18 | 2 | 90 | 10 |
| Benches | 2 | 8 | 1 | 7 | 1 | 1 | 4 | 16 | 20 | 80 |
| Desks | 2 | 8 | 1 | 7 | 1 | 1 | 4 | 16 | 20 | 80 |
| Chairs | 1 | 9 | 1 | 7 | 2 |  | 4 | 16 | 20 | 80 |
| Electricity | 10 |  | 8 |  | 2 |  | 20 |  | 100 |  |
| Display stand | 5 | 5 | 6 | 2 | 2 |  | 13 | 7 | 65 | 35 |
| Separate notice board | 2 | 8 | 5 | 3 | 2 |  | 9 | 11 | 45 | 55 |

The table No. 2 shows that out of 20 higher secondary schools of Malappuram educational district 35% (7) school having specified rooms for library. It is clear that out of 10 Government schools, 30% (3) schools have the specified room. Out of 8 aided schools 37.5(3) schools have the specified rooms and out of 2 unaided schools 50% (1) schools has specified space. 65% (13)schools are having room without specified space.

90% (18) school have enough ventilation and 10% (2) school do not have enough ventilation. All school have shelves. 90% (18) schools have stand facilities and 2 school are not having stands. 18% (16) schools are not equipped with enough benches and 20% (4) school have enough bench for library. 18% (16) school libraries are not having enough number of desks 20% (4) schools have enough desks. 18% (16) libraries are not equipped with chairs and 20% (4) are equipped with chairs. All schools electrification 35% (7) school have display stands 65% (13) are no display stand and 55% (11) school are not have separate notice board for library and 45% (9) have separate notice board for library.

**Facilities for Librarian**

Facilities such as separate seating arrangement for librarian is higher secondary schools are estimated the details are given in Table 3.

**TABLE 3**

**Details of facilities for Librarian**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Facilities | Govt. | | Aided | | Unaided | | Total | | Percentage | |
| Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Separate seating arrangement for librarian | 2 | 8 | 6 | 2 | 2 |  | 10 | 10 | 50 | 50 |

The table No. 3 revealed that facilities for seating arrangement for librarian. 50% (10) school have separate seating arrangement for librarian out of such 2 schools are from government sector. 6 schools from aided sector and 2 from unaided sector. 50% (10) school have no separate seating arrangement for librarian.

**Separate Reading Room**

Details of separate reading room availability have been collected the details are presented in Table. 4

**TABLE 4**

**Details of separate reading room**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Separate Reading room |  | Govt. | Aided | Unaided | Total | % |
| Yes |  | 6 | 2 | 8 | 40 |
| No | 10 | 2 |  | 12 | 60 |

Table No. 4 shows that separate reading room are not available in 60% (12) schools belonging to Government and aided sector. 40% (8) school have separate reading rooms, they belongs to aided and unaided sector.

**Records availability**

Details of records kept in the libraries are estimated. The details of library records available are presented in Table 5

**TABLE 5**

**Details regarding records available in school library**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Records | Yes | | | | | No | | | | |
| G | A | U.A | Total | % | G | A | U.A | Total | % |
| General stock register | 10 | 8 | 2 | 20 | 100 |  |  |  |  |  |
| Subject wise register | 3 | 3 | 2 | 8 | 40 | 7 | 5 |  | 12 | 60 |
| Issue  register for students | 10 | 8 | 2 | 20 | 100 |  |  |  |  |  |
| Issue  Register for teachers | 8 | 7 | 2 | 17 | 85 | 2 | 1 |  | 3 | 5 |

The table No. 5 shows that’s all the school libraries are equipped with general stock register 60% (12) school have no subject wise registers and 40% (8) schools have subject wise registers. All the school libraries are having issues register to students 15% (3) school libraries have no issue register for teachers and 85% (17) school libraries are having issue register for teachers.

**Types of library system**

The natureof library system practicing in schools is studied. The details regarding the nature of library system practicing are described as Table 6.

**TABLE 6**

**Details of library system**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Library System | No. of Schools | | | | |
| G. | A | U.A | Total | % |
| General library | 10 | 7 | 1 | 18 | 90 |
| Class wise |  |  | 1 | 1 | 5 |
| Division wise |  | 1 |  | 1 | 5 |

The table No. 6 shows that 90% (18) school libraries are functioning as general library system. It is found that in all the govt. schools general library system practice. In 5% (1) school belonging to aided sector division wise library is in practice. In 5% (1) school belonging un-aided sector even in class wise library is also practice.

**B. LIBRARY RESOURCES AVAILABLE**

The availability of books resources such as total number of books, language wise books, reference books, dictionaries and news papers and periodical is estimated the details are given below.

**Total Number of books available**

The availability of total number of books of the school libraries studied. The detail of the number books are presented in the Table 7.

**TABLE 7**

**Details about total number of books available in school library**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S.L No | Number of books | G. | A. | U.A | Total | % |
| 1 | 1-200 | - | - | - | - | - |
| 2 | 200-300 | - | - | - | - | - |
| 3 | 300-400 | 1 | 1 | - | 2 | 10 |
| 4 | 400-500 | 4 | 1 | - | 5 | 25 |
| 5 | 500-600 | 2 | 1 | 1 | 4 | 20 |
| 6 | 600-700 | 3 | 1 |  | 4 | 20 |
| 7 | 700-800 |  | 2 |  | 2 | 10 |
| 8 | 800-900 |  | 1 | 1 | 2 | 10 |
| 9 | 900-1000 |  | 1 |  | 1 | 5 |
| 10 | Total | 10 | 8 | 2 | 20 | 100 |

The table No.7 shows that, there is no school having books below 300. 10% (2) school have books between 300-400, 25% (5) school have books between 400-500. 20% (4) school have books between 500-600, 20% (4) school have books between 600-700. 10% (2) school have books between 700-800. 10% (2) school have books between 800-900. there is no Govt. school having books more than 700 and the total number of books in unaided school to below 1000.

**Details of language wise books**

Details of language wise books available in Higher secondary school libraries are collected the details are presented in Table .8.

**TABLE 8**

**Details about language wise books**

|  |  |  |  |
| --- | --- | --- | --- |
| SL.No. | Language wise books | No. of School | % |
| 1. | Malayalam | 20 | 100 |
| 2. | English | 20 | 100 |
| 3. | Arabic | 20 | 100 |
| 4. | Sanskrit | 12 | 60 |
| 5. | Hindi | 8 | 40 |
| 6. | Urudu | 6 | 30 |

The table No.8 clear that all school libraries equipped with Malayalam, English, Arabic language books respectively. Out of 20 schools 60% (12) school libraries posses Sanskrit language books. 40% (8) school libraries have Hindi language books. 30% (6 ) libraries have urdu language books.

**Reference Books**

Details of reference books available in school libraries are presented in Table 9.

**TABLE 9**

**Details of Reference books**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Types of books | Yes | | | | |
| G. | A. | U.A | Total | % |
| Dictionaries | 10 | 8 | 2 | 20 | 100 |
| Encyclopaedias | 9 | 7 | 2 | 18 | 90 |
| Year books | 7 | 8 | 1 | 16 | 80 |
| Quiz books | 6 | 7 | 2 | 15 | 75 |
| Total school | 10 | 8 | 2 | 20 | 100 |

Table No. 9 revealed that dictionaries are available in all school libraries. 90% (18) school libraries are equipped with encyclopaedias. 80% (16) school posses year books and 75% (15) school libraries have quiz books for reference.

**Dictionaries available**

Details of dictionaries available in school libraries are presented in the Table 10.

**TABLE 10**

**Details of dictionaries available in school libraries**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Types of Dictionaries | Yes | | | | | No | | | | |
| G | A | U.A | Total | % | G | A | U.A | Total | % |
| Malayalam | 7 | 8 | 2 | 17 | 85 | 3 | - | - | 3 | 15 |
| English-Malayalam | 10 | 8 | 2 | 20 | 100 | - | - | - | - | - |
| English-English | 9 | 8 | 2 | 19 | 95 | 1 | - | - | 1 | 5 |
| Arabic-Malayalam | 5 | 4 | - | 9 | 45 | 5 | 4 | 2 | 11 | 55 |
| Hindi-English | 5 | 4 | 1 | 10 | 50 | 5 | 4 | 1 | 10 | 50 |
| Hindi-Malayalam | 8 | 8 | - | 16 | 80 | 2 | - | 2 | 4 | 20 |
| Sanskrit – Malayalam | 1 | 2 | - | 3 | 15 | 9 | 6 | 2 | 17 | 85 |
| Urudu - Malayalam | 4 | 5 |  | 9 | 45 | 6 | 3 | 2 | 11 | 55 |

Table No. 10 shows that 85% (11) school libraries have Malayalam dictionaries and 15%(3) school libraried do not have Malayalam dictionaries, 100% (20) school libraries have English-Malayalam dictionaries. 95% (19) school libraries have English-English dictionaries and 5% (1) school libraries has not English-English dictionaries 45% (9) school library have Arabi-Malayalam dictionaries and 55% (11) school libraries do not have Arabic-Malayalam dictionaries. 50% (10) school library have Hindi-English dictionaries and 50% (10) school library have not Hindi-English dictionaries, 80% (16) school library possessed Hindi-Malayalam dictionaries and 20% (4) have not have Hindi-Malayalam dictionaries, 15% (3) out of 20 school libraries have made Sanskrit Malayalam dictionaries available and 85% (17) have not Sanskrit Malayalam dictionaries and 45% (9) school libraries have Urdu-Malayalam dictionaries and 55% (11) libraries have not Urdu-Malayalam dictionaries.

**News paper and periodicals**

Details about reading materials (News paper, weekly, Magazines etc) are presented in Table 11.

**TABLE 11**

**Details of Newspaper and periodicals**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Materials | Yes | | | | | No | | | | |
| G | A | U.A | Total | % | G | A | U.A | Total | % |
| News papers | 8 | 8 | 2 | 18 | 90 | 2 | - | - | 2 | 10 |
| Periodicals | 2 | 2 | 1 | 5 | 25 | 8 | 6 | 1 | 15 | 75 |

The table No. 11 shows that 90% (18) school having availability of news paper and 10% (2) school have not available news paper 25% (5) school have periodicals and 75% school have not periodicals.

**DETAILS REGARDING THE LIBRARIAN**

The details regarding the librarians who are in charge of extending library service in higher secondary school of Malappuram educational district are analysed on the basis of their qualifications, reason for becoming librarian and work hours etc. the details are given below.

**Details of appoint of librarian**

It is found in the higher secondary school under investigation, that none of the school library in Malappuram educational district has trained librarian.

**Details of Librarians qualification**

The details of librarian qualifications are collected the details are given in Table 12.

**TABLE 12**

**Details of librarian qualification**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Librarian in charge | No. of school | Qualification |
| 1. | Library in charge teacher | 3 | MA, B.Ed |
| 2. | Library in charge teacher | 12 | MA, B.Ed, SET |
| 3. | Library in charge teacher | 3 | M.Com, B.Ed, SET |
| 4. | Library in charge teacher | 1 | MSc, B.Ed, SET |
| 5. | Library in charge teacher | 1 | MA, M.Ed, SET |

Table No. 12 describe that all the school teachers are given the charge of maintaining the libraries. 20 schools no teacher can having any professional training in library science. All the school kept under the charge of teacher with post graduate degree.

**Reason for becoming librarian**

The reason for taking library charge are collected the details are given in Table 13.

**TABLE 13**

**Reason for taking library charge**

|  |  |  |
| --- | --- | --- |
| Reason | No. of person | % |
| Personal interest | 5 | 25 |
| Compulsion of principal | 3 | 15 |
| Decision of staff council | 12 | 60 |
| Others | - | - |

The table No. 13 shows that majority of librarians 60% took the charge because of the decision of staff council and 25% (5) took the charge because of personal interest. Only 15% (3) librarians took the charge because of compulsion of principal.

**Number of periods in a week**

The teaching work hours of school libraries was collected the details are given in Table 14.

**TABLE 14**

**Number of periods in a week (for librarian teaching)**

|  |  |  |
| --- | --- | --- |
| Periods | No. of Librarian | % |
| Below 15 | 1 | 5 |
| Between 15-18 | 3 | 15 |
| Between 18-22 | 15 | 75 |
| Above 22 | 1 | 5 |
| Total | 20 | 100 |

The table No. 14 shows that 75% (15) of librarian are teaching between 18-22 periods. Only 1 librarian is teaching below 15 periods, 3 librarians are teaching between 15-18 periods, and librarians are working above 22 periods in a week over and above the duty related to library.

**Number of hours spent by the librarian for the work related with library in a week**

The number of hours, spend for library by librarian in a week were collected the details are given in Table 15.

**TABLE 15**

**Details of hours spend for library work**

|  |  |  |
| --- | --- | --- |
| No of hours | No. of librarian | % |
| Below 2 | 2 | 10 |
| Between 2-4 | 15 | 75 |
| Above 4 | 3 | 15 |
| Total | 20 | 100 |

The table No.15 shows that 2 librarian are working below 2 hours per week for the library work. 75% (15) librarians are working between 2-4 hours for the library service. 15% (3) librarians are working above 4 hours for the library service.

**EXTENT OF UTILISATION OF LIBRARY FACILITIES BY THE STUDENTS**

Data collected to the study the extent of utilisation of higher secondary school library facilities by students and teacher in Malappuram educational district and analysed the details are given below.

**Library Reading Habit**

The data regarding the reading habit of library books are collected the details are described as Table 16.

**TABLE 16**

**Reading habit of students**

|  |  |  |
| --- | --- | --- |
| Responses | No. of Students | % |
| Reading school library | 160 | 32 |
| Not reading school library | 340 | 68 |
| Total | 400 | 100 |

The table No. 16 shows that the only 160 (32%) student are reading school library books with interest. 340 (68%) students are not reading school library books.

**Details of books used by students**

The data collected about the details of subject books read by students. The details are presented in Table 17.

**TABLE 17**

**Details of subject books read by students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No | Books | Yes | % | No | % |
| 1. | English | 342 | 68.4 | 58 | 11.6 |
| 2. | Malayalam | 258 | 51.6 | 142 | 28.4 |
| 3. | Arabic | 142 | 28.4 | 258 | 51.6 |
| 4. | Subject | 310 | 62 | 90 | 18 |

The table No. 17 shows that 342 (68.4%) students are reading books related with English subject 58 (11.6%( students are not reading books related with English. 142 (28.4%) student were not reading Malayalam books only 258 (51.6%) students are reading Malayalam books. 142(28.4%) were reading Arabic books and 258 (51.6%) are not reading Arabic books. 310 (62%) students are reading subject books, 90 (18%) students were not reading subject books.

**Non subject books read by students**

Data collected to study the details of non subject book read by students the data presented in Table 18

**TABLE 18**

**Non subject read by students**

|  |  |  |
| --- | --- | --- |
| Books | No. of Students reading | % |
| Novel | 193 | 38.6 |
| Drama | 168 | 33.6 |
| General knowledge | 89 | 17.8 |
| Stories | 167 | 33.4 |

The table No. 18 deals that out 400 students 193 (38.6%) students are reading novel. 168 (33.6%) students are reading drama. 89 (17.8%) students are reading general knowledge books and 167 (33.4%) students are reading stories.

**UTILISATION OF SCHOOL LIBRARY FACILITIES BY TEACHERS**

Data has been collected about the utilisation of school library facilities by teachers. The details are presented in the Table 19.

**TABLE 19**

**Number of teacher using school library**

|  |  |  |  |
| --- | --- | --- | --- |
| Utilising | Yes | 92 | 92% |
| No | 8 | 8% |

The table No. 19 revealed that 92% school teachers are utilising school library and 8% teachers are not utilising school library.

**Time spent by teachers for using library**

The number of hours spent by teachers for library usage in a week has been collected. The details are given to the Table 20

**TABLE 20**

**Number of hours spent by teachers in a week**

|  |  |  |
| --- | --- | --- |
| Hours | Teachers | % |
| Below 1 | 69 | 69% |
| Between 1-2 | 22 | 22 |
| Above 2 | 9 | 9 |

The table no 20 clear that 69% teachers are spending below 1 hour in a week to use the school library. 22% teachers are spending 1-2 hours for library usage and 9% teachers are spending above 2 hours to use school library.

**DIRECT AND INDIRECT INITIATIVES OF THE TEACHERS TO STUDENTS**

Data collected to find out the direct and indirect initiatives of the teachers for promoting the use of library in Malappuram educational district. The details are given below.

**Opinion of students about the initiatives taken by the teachers to facilitate use of library**

Opinions about the initiatives taken by teachers are collected from students, and data are presented in Table 21.

**TABLE 21**

**Opinion of students about initiatives taken by teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Encouragement for library reading | Yes | % | No | % |
| 124 | 24.8 | 276 | 55.5 |
| Give home work related to library | 50 | 10 | 350 | 70 |
| Ask to keep record of library use | 25 | 5 | 375 | 75 |
| Give direction about use of library | 100 | 20 | 300 | 60 |

Table No. 21 shows that 276 (55.2%) students opined that teachers are not giving any encouragement for library reading. 350 (70%) student opined that teachers are not giving home work related to library. 375 (75%) students are opined that teachers are not ask keep record of library use 300 (60%) students opined that they are not getting any direction about the use of library and its facilities from teachers.

**Opinion of teachers about the initiatives taken by them for the promotion of library use among students**

Details about initiatives taken by teachers for the promotion of library use are collected. The details of data are presented Table 22

**TABLE 22**

**Initiatives taken by teachers for the promotion of library reading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ask to read library book | Yes | % | No | % |
| 74 | 74 | 26 | 26 |
| Give home work | 85 | 85 | 15 | 15 |
| Assist to select valuable book | 38 | 38 | 62 | 62 |
| Ask to take notes on read books | 25 | 25 | 75 | 75 |
| Valuation | 15 | 15 | 85 | 85 |

The table No. 22 shows that 74% teachers are asking students to read library books and 26% teachers are not asking to read library books, 85% of teachers are giving home works while 15% teachers are not giving home work to students. 38% teachers are helping the students in the proper selection of valuable books and 62% teachers are not helping the students in this matter. 25% teachers are asking to takes short notes on read books, and 75% of teachers are not asking to take short notes. 15 % of teachers are valuing the short notes of students, and 85% teachers are not evaluating the short notes written by students.

**Issue time of books to students**

The data collected from the details of issue time of books are presented in Table 23.

**TABLE 23**

**Issue time of books to students**

|  |  |  |
| --- | --- | --- |
| Time of issue | No. of school | % |
| Before the class | 7 | 35 |
| Class time | 3 | 15 |
| Interval | 4 | 20 |
| After the class | 6 | 30 |

The table No. 23 deals that 35% (7) school libraries are issuing books before the class, 15% (3) school libraries are issuing books on class times, 20% (4) school are issuing books on interval times and 30% (6) school are issuing books after the class.

**Nature of issuing books to students**

Details about the nature of issuing books to students are presented in Table 24.

**TABLE 24**

**Nature of issuing books to students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Procedure | Yes | % | No | % |
| Direct selection by pupil from shelves | 3 | 15 | 17 | 85 |
| Giving books by teachers on students demand. | 17 | 85 | 3 | 15 |

The tables No. 24 shows that 15% (3) school library follow the procedure of direct selection of books by students from shelves and 85% (17) school libraries are employing the procedure of giving books by teachers on students demand.

**Details of issue days of books to students**

The details of issue days of books to students have collected the details are presented in Table 25.

**TABLE 25**

**Details of issue days of books to students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Days | No. of school | | | | |
|  | G | A | U.A | Total | % |
| All days | 3 | 2 |  | 5 | 25 |
| Twice in week |  |  |  |  |  |
| Trice in week |  |  |  |  |  |
| Four days in week |  |  |  |  |  |
| Five days in week |  |  |  |  |  |
| Once in week | 7 | 6 | 2 | 15 | 75 |

The table No. 25 shows that 75% (15) schools are issuing books to students once in a week out of which 7 schools from govt. sector 6 schools from aided sector and 2 schools are issuing books to students on all days out of which 3 schools belong to govt. sector and 2 schools from aided sector. There is no unaided school issuing books on all days.

**Number of issues at a time**

The details of number of issues at a time to students are collected. The details are given in the Table 26.

**TABLE 26**

**Details of the number of books issued at a time**

|  |  |  |  |
| --- | --- | --- | --- |
| No. of issues of time | No of books | No. of school | % |
| 1 | 16 | 89 |
| 2 | 4 | 20 |

The table No. 26 clear that 80% (16) school libraries are issuing one book at a time to pupil 20% (4) school belonging to govt. sector is issuing two books per students at time.

**Duration to keep the books with the students**

The data regarding details of the duration to keep the books issued from the library with the students were estimated it is given to the Table 27.

**TABLE 27**

**Duration of books to keep with the students**

|  |  |  |
| --- | --- | --- |
| No. of days | No. of school | % |
| Below 5 days | - | - |
| Between 5-10 days | 9 | 45 |
| Between 10-15 days | 7 | 35 |
| Above 15 days | 4 | 20 |

The table No. 27 deal that 45% (9) school libraries are allotting between 5-10 days to keep the books with them. 35% (7) school are allotting between 10-15 days. In 20% (4) schools, they are providing above 15 days to use the books.

**Details of fine collection**

The details of fine collection from students were studied that the data given in the Table 28.

**TABLE 28**

**Details of fine collection form the students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fine |  | G | A | U.A | Total | % |
| Yes | - | 1 | - | 1 | 5 |
| No | 10 | 7 | 2 | 19 | 95 |

The table No. 28 deal that 95% (19) school belonging to govt. sector and unaided sector are not collecting late fee from pupils. Only 5% (1) school from aided sector is collecting late fee from students.

**PROBLEM FACED BY THE STUDENTS**

The details of problem faced by the students in the utilisation of the school library facilities are collected the detail are given in Table 29.

**TABLE 29**

**Problem faced by the students in the proper utilisation**

|  |  |  |
| --- | --- | --- |
| Reason | No. of Students | % |
| Lack of fixed time | 392 | 78.4 |
| Not getting book properly | 382 | 76.4 |
| Most of the books are old | 322 | 64.4 |
| No specific direction and help from teacher | 366 | 61.2 |
| Lack of subject books | 228 | 45.6 |
| Academic work loard | 199 | 38.8 |
| Inadequacy of general books | 181 | 36.2 |

Table No. 29 clear that 392 (78%) students faced the problem of lack of fixed time for the use of library 382 (76.4%) students opined that they were not getting the books properly that is issue of books were not at their convenience. 322 (64%) students said that most of the books were to old that they were not able to use them. 306 (61.2%) student said that they were not getting any specific direction and encouragement from teacher to use library. 228 (45.6%) students faced the problems of lack of subject books. 199 (39.8%) students faced the problem of having academic work load, so that they were not getting time to use library, and 181 (36.2%) students faced the problem of inadequacy of general books.

**SUGGESTION PUT FORTH BY THE STUDENTS**

While given an open question in the questionnaire, asking them to write their suggestion to make effective use of library they put forward several suggestions. They are analysed Table 30.

**TABLE 30**

**Suggestions Made by the students**

|  |  |  |
| --- | --- | --- |
| Suggestions | No. of students | % |
| Separate period to library | 369 | 73.8 |
| Separate teacher for library | 318 | 63.6 |
| Additional new books | 303 | 60.6 |
| Old books should be replaced | 206 | 41.2 |
| Well equipped room | 192 | 38.4 |
| Proper issue of available books | 175 | 35 |
| Separate reading room | 162 | 32.4 |
| Proper direction and help | 154 | 30.8 |
| Separate section | 128 | 25.6 |
| News paper availability | 124 | 24.8 |

Table No. 30 clear that 369 (73.8%) students suggest that there should be a separate period for library. 318 (63.6%) students suggest that there should be separate full time teacher for library affairs. 303 (60.6%) students suggested to buy additional new books, 206 (41.2%) students suggest that there should be a well equipped room for library. 175 (35%) students opined for the proper issue of available books. 162 (32.4%) students suggest to set a separate reading room. 154 (30.8%) opined that teachers should give proper direction and help for library use. 128 (25.6%) students said separate section for students. 124 (25.8%) opined that news paper should be availed.

**PROBLEM FACED BY THE PRINCIPAL RELATED TO LIBRARY**

The problem faced by the principal related to library were collected by giving and open questions in the questionnaire the principal put forth several problems. They were analysed. The details are given in Table 31.

**TABLE 31**

**Problem of principal related to library**

|  |  |  |
| --- | --- | --- |
| Problem of principal | No. of principal | % |
| Lack of full time librarian | 18 | 90 |
| Lack of fund | 16 | 80 |
| Lack of adequate furniture | 14 | 70 |
| Loss spacious room | 13 | 65 |
| Lack of reading room | 10 | 50 |

The table No. 31 clear that 90% (18) principal were facing the problem of the lack of full time librarian. 80% (16) principal faced the problem of lack of fund to buy new books to the library. 70% (14) principal noted the problem of lack of adequate furniture 65% (13) principal opined that the problem of less spacious rooms, and 50 % (10) principal faced the problem of lack of separate reading room.

**PROBLEM FACED BY THE LIBRARIAN**

The problem faced by the librarian were collected the details are given the Table 32.

**TABLE 32**

**Details of problem faced by the librarian**

|  |  |  |
| --- | --- | --- |
| Problems of librarian | No. of Librarian | % |
| Lack of time for library affairs | 19 | 95 |
| Lack of training | 17 | 85 |
| Lack of adequate furniture | 16 | 80 |
| Financial difficulties | 15 | 75 |
| Lack of direction | 14 | 70 |
| Less spacious room | 13 | 65 |

The table No. 32 shows that 95% (19) librarian in charge faced the problem of time for library affairs due to the related to the teaching. 85% (17) librarian in charge faced the problem of lack of training in library science. 80% (16) librarian in charge faced lack of adequate furniture. 75% (15) librarian mentioned shortage of finance as a major problem for organizing library facilities. 70%(14) librarian in charge faced the problem of lack of govt. direction in library affairs 65% (13) librarian in-charge have the problem of less spacious for effective functioning of library.

**PROBLEM FACED BY THE TEACHERS**

Problem faced by the teachers in the effective use of library were analysed. The details are given in the Table 33.

**TABLE 33**

**Details of problem faced by teachers**

|  |  |  |
| --- | --- | --- |
| Problems | No. of Teachers | % |
| Lack of new books | 70 | 70% |
| Shortage of reference books | 65 | 65% |
| Lack of full time teacher for library | 64 | 64% |
| Spaceless room | 62 | 62% |
| News paper and periodicals are not available | 55 | 55% |
| Useless books | 54 | 54% |
| Unscientific classification | 52 | 52% |
| Lack of reading room | 50 | 50% |
| Lack of adequate number of furniture | 50 | 50% |
| Satisfied | 19 | 19% |

The table No. 33 shows that 70% (70) teacher faced the problem that most of the books are outdated, No. of new books are less. 65 (65%) teachers obtained that they face shortage of reference books, 64% (64) teachers opined that lack of full time trained librarian to make the functions of library effective. 62% (62) teachers have the problem of lack of spacelss room. 55 (55%) teachers faced non-availability of newspaper and periodicals. 54 (54%) teachers faced the problem of less valuable books. 52 (52%) teacher opined that the unscientific classification of books. 50 (50%) teachers faced the problem to lack of reading room. 50(50%) teachers opined that the problem of adequate number of furniture in the library. 19% (19) teachers are satisfied with the present conditions of library.

**Suggestions put forward by the principal**

While given an open questions in the questionnaire to the principal for the betterment of present library system they put forward a number of suggestions. They are analysed the Table 34

**TABLE 34**

**Suggestion put forward by principal**

|  |  |  |
| --- | --- | --- |
| Suggestions | No. of principal | % |
| Appointment of permanent librarian | 15 | 75 |
| Adequate fund | 14 | 70 |
| Adequate furniture | 12 | 60 |
| Separate reading room | 12 | 60 |
| Separate period for library | 9 | 45 |
| Encourage students to read | 8 | 40 |

The table No. 34 shows that 75% (15) principal suggested separate librarian should be appointed for the proper functioning of school libraries. 70% (14) principal suggested that enough fund should be allotted for to buy new learning materials. 60 (12%) principal suggested that adequate furniture facilities should be provided for the authority. 60 (12%) principal opined that a separate reading room should be established for to encourage reading habit among pupils 45% (9) principal suggested to allow a separate period for library and 40% (8) principal suggested that encouragement should be given to students to read library books, by possible means.

**Suggestions made by the librarian**

While given an open question in the questionnaire for the school librarians they suggested a number of modifications. They were categorised and analysed the details are Table 35.

**TABLE 35**

**Suggestions made by the librarian**

|  |  |  |
| --- | --- | --- |
| Suggestions | No. of librarian | % |
| Need of training | 16 | 80 |
| Adequate furniture | 13 | 65 |
| Provision to utilise full library fees | 12 | 60 |
| Spacious room | 12 | 60 |
| Separate period for library | 10 | 50 |
| Adequate number of new books | 4 | 20 |

The table No. 35 clear that 80% (16) librarian in charge suggested that training should be given in library science, to them for providing better service 65% (13) librarian suggest to provide adequate furniture to facilitate the reading habits among students and teachers. 60% (12) librarian in charge fees for the purchase of books. 60% (12) librarian suggests to provide spacious rooms for the proper functioning of library. 50% (10) librarian suggests to make provisions for separate library periods in school time table 20% (4) librarian suggests to buy new more books for library.

**Suggestion put forth by teachers**

Teachers have suggested a number of modifications in the existing system of library. They presented in the Table 36.

**TABLE 36**

**Suggestions putforth by teachers**

|  |  |  |
| --- | --- | --- |
| Suggestions | No. of teachers | % |
| Separate full time librarian | 77 | 77% |
| New books must be available | 62 | 62% |
| Separate period for library | 59 | 59% |
| Free access to pupil | 58 | 58% |
| Subject wise categorisation of books | 48 | 48% |
| Reading room | 43 | 43% |

The table No. 36 described that 77% teachers suggested that separate full time librarian should be appointed for the day to day affairs of library. 62% (62) teacher suggests that new books should be available instead of old books. 59% (59) teachers are in favour of the allotment of separate period for library. 58% (58) teachers have suggest to categorise books shelves as per subject. 43% (43) teachers opined that to set up separate reading room.

**SUMMARY, FINDINGS AND SUGGESTIONS**

This chapter provides an overview of the important aspects of the present study. It consist of retrospect view of the study, objectives of the study, methodology of the study, major findings of the study, educational implications and suggestion for further research.

**STUDY IN RETROSPECT**

**“AVAILABILITY AND UTILIZATION OF HIGHER SECONDARY SCHOOL LIBRARY FACILITIES IN MALAPPURAM DISTRICT”.**

**OBJECTIVES OF THE STUDY**

1. To find out the nature and extend of Physical Facilities Available in school Libraries of higher secondary schools of Malappuram Educational District.
2. To find out the availability of Library Resources in the higher secondary schools of Malappuram Educational District.
3. To study of the details regarding the libraries who are in charge of extending Library Service in the higher secondary schools of Malappuram Educational District.
4. To find out direct and indirect initiatives of teachers for promoting the use of school libraries among students.
5. To identify the problems faced by the students in the proper utilization of Library Facilities.

**METHODOLOGY**

The present study “Availability and utilization of Higher Secondary School library facilities comes under the preview of descriptive method of research. Researcher followed survey method of data collection through questionnaire in this study.

**a. sample of the study**

The study has been completed on the basis of data collected from the selected 20 Higher Secondary School of Malappuram Educational district. All the libraries, and 5 teachers each, 20 students from each schools and principles of Higher Secondary Schools are taken as sample for present study.

**Tools Used for the Study**

* Questionnaire to Librarian
* Questionnaire to Principal
* Questionnaire to Teachers
* Questionnaire to Students

**FINDINGS OF THE STUDY**

Following are the major findings of the present study:

1. The study revealed that 35% Higher Secondary Schools of Malappuram Educational district have the specified separate room for the library. 65% of schools are having separate room without specified space.
2. The study found that on 3 govt. schools out of 10 govt. schools have separate specified rooms for library. That is relatively very low as compared to aided schools.
3. 37.5% Aided Schools have separate specified room and 62.5% have no separate specified room for library as specified by the KER
4. The study revealed that the physical facilities such as ventilation, shelves, stands, benches, desks, chairs, electricity, display board, separate notice board etc. available in the Higher secondary schools of Malappuram educational district are not satisfactory.
5. The study found that 50% school have separate seating arrangement for librarian. 50% Higher Secondary Schools are not separate seating arrangement for librarian.
6. Regarding the details of separate reading rooms the study revealed that 60% (12) school have no separate reading rooms. 40% (8) school have separate reading room.
7. The study found that in all the higher secondary library of Malappuram educational district general stock register, issue register for students.
8. The study revealed that in the higher secondary schools of Malappuram Educational district 90% school are practicing general library system. In, one aided school division wise and one unaided school class wise library system practice.
9. Regarding the details about the total number of books available in school libraries, the study revealed that there is no fixed range for the collection of books in the library.
10. There is no govt. school having books more than 700 and the total number of books in unaided schools are below 1000. 50% of the aided schools have books above 800.
11. The study found that Malayalam, English, Arabic language books are available in all schools but 60% school libraries have not Sanskrit language books and 40% school no Hindi language books and urudu language books available only 30% school.
12. Study revealed that non of the school have complete dictionaries for reference.
13. The study revealed that 90% school have available in newspaper, Periodicals are available in only 25% school.
14. The study found that there is no Higher secondary school libraries in Malappuram educational district with qualified trained librarian.
15. In all the teachers are given the charge of library. The charge is kept with post graduate teachers without any professional training in library science.
16. 25%(5) teachers taken the charge of library because of the personal interest, 15% (3) teachers because of compulsion of principal and 60% (12) teachers are because of decision of staff counsil.
17. Regarding the work of hour the study revealed that 75% librarians worked more than 18 periods on a weak over and above the duty related to library.
18. 75% teachers were working between 2-4 hours in a weak for library service.
19. 68% students are not reading library books form school library.
20. The study revealed that 68.4% students are using the subject books from school library.
21. The study revealed that more than 75% of the students are infavour of the opinion that they are not getting any initiatives from the teachers to facilitate the use of library.
22. About 74% of teachers opined that they are taking initiatives for the proper use for literacy by the students.
23. Regarding the issue time of books to students the study revealed that there is no uniformly among the school. It is found that 35% schools are before the class time.
24. Study found that 85% schools are not allowing direct selection of books by students.
25. Details of issue days of books to students’ study revealed that 75% school are once in week.
26. The study revealed that there is no uniformly among the schools in the duration to keep the library books with the students.
27. It is found that 95% schools are not collecting late fee from students who do not returning books in time.
28. The study found that the students were faced several problems, in the institutions of school libraries, they are
    * Lack of fixed time
    * Not getting book properly
    * Most of the books are old
    * No specific direction and help from teachers.
    * Lack of subject books
    * Academic work load
    * Inadequacy of general books.
29. The study found that the students suggested certain recommendation, for the betterment of library. They are
    * Separate period for library
    * Appointment of qualified librarian
    * Additional new books
    * Old books should be replaced
    * Well equipped room
    * Proper issue of available books
    * Separate reading room
30. The study revealed that principal faced several problem related to the library. They are
    * Lack of full time librarian
    * Lack of adequate furniture
    * Lack of reading room
    * Less spacious room
31. The study found that librarian faced several problems. They are
    * Lack of time for library affairs.
    * Lack of training.
    * Financial difficulties
    * Lack of adequate furniture
    * Lack of govt. direction.
    * Lack of room.
32. The study revealed that teachers faced problems. They are:
    * Lack of new books
    * Shortage of reference books
    * Lack of librarian
    * Unscientific classification
    * Lack of furniture and reading room.

**EDUCATIONAL IMPLICATIONS**

The present study putforth the following suggestions in order to improve that availability and utilization of Higher Secondary school library facilities.

* Separate specified room should be allotted for Higher secondary school library.
* Adequate physical facilities should be provided to the school library.
* Separate reading room should be provided.
* Govt. should provide proper direction regarding the library and its facilities.
* Supply more subject wise books and language wise books.
* Each school library should provided with separate trained librarian.
* The teaching hours work librarian in charge should be reduced.
* Separate period should be allotted for the library
* Steps should be taken to ensure maximum utilization of library facilities.
* Old books should replaced.
* More fund should allotted for library.
* Teacher should initiatives for encouraging the students to use the library.

**SUGGESTIONS FOR FURTHER RESEARCH**

* Study can be conducted separately in Government, Aided and Unaided Higher Secondary School about utilization of library facilities.
* Present study conducted in college level.
* Study may be conducted to find out the study habit and utilization of library facilities of Higher Secondary school students.
* Comparative study of the library facilities and utilization by Kendriya Vidyalaya, Navodaya Vidyalaya and CBSE schools.

**APPENDIX IA**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

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1. sse{\_dn NmÀÖpÅ A[ym-]-I-\mb Xm¦Ä¡v A[ym-]-\-¯nÂ BgvN-bnÂ F{X ]nco-bUv ¢mÊp-­v.
2. sse{\_dn Imcy-§Ä t\m¡m³ Xm¦Ä BgvN-bnÂ F{X aWn-¡qÀ Nne-h-gn-¡p-¶p.
3. \n§-fpsS kv¡qÄ sse{\_dn dqansâ BsI Afhv F{X (ao-äÀ)

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1. \n§-fpsS sse{\_dn Bh-iym-\p-krX hmbp k©m-c-¯n-\mbn P\-Â kuI-cy-apt­m?

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1. sse{\_-dn-bpsS Bh-iy-§Ä¡v am{X-ambn D]-tbm-Kn-¡p¶ t\m«okv t\_mÀUv Dt­m?

D­v ⬜ CÃ ⬜

1. kv¡qÄ sse{\_-dn-bnÂ Xmsg ]d-bp¶ dn¡mÀUpIÄ kq£n-¡p-¶pt­m?

P\-dÂ tÌm¡v cPn-ÌÀ ⬜

k\_vPIvSv hn`mKw cPn-ÌÀ ⬜

hnZymÀ°n-IÄ¡v hnX-cWw \S-¯nb cPn-ÌÀ ⬜

A[y-]-IÀ¡v hnX-IWw \S-¯nb cPn-ÌÀ ⬜

1. \n§-fpsS kv¡qfnÂ {]hÀ¯n-¡p¶ sse{\_dn GXp Xc-¯n-ep-Å-Xm-Wv.

s]mXp-hm-bXv ⬜

¢mÊv ASn-Øm-\-¯nÂ ⬜

Unhn-j³ ASn-Øm-\-¯nÂ ⬜

1. \n§-fpsS sse{\_-dn-bnÂ BsI F{X ]pkp-X-I-§Ä D­v?

kb³kv ]pkvX-I-§Ä ⬜

ae-bmf ]pkvX-I-§Ä ⬜

Ad\_n ]pkvX-I-§Ä ⬜

C¥o{j ]pkvX-I-§Ä ⬜

kwkvIrX ]pkvX-I-§Ä ⬜

Bß-I-Y-IÄ ⬜

IYm-]p-kvX-I-§Ä ⬜

Ihn-X-IÄ ⬜

t\mh-ep-IÄ ⬜

teJ-\-§Ä ⬜

Nn{X-I-Y-IÄ ⬜

Poh-N-cn-{X-§Ä ⬜

bm{Xm-hn-h-c-W-§Ä ⬜

asä-s´-¦nepw (hy-à-am-¡pI)

1. kv¡qÄ sse{\_-dn-bnÂ Xmsg ]d-bp¶ GsXÃmw Xc-¯n-epÅ Un£-\-dn-IÄ D­v?

D­v CÃ F®w

Cw¥qjv ⬜ ⬜ ⬜

ae-bmfw ⬜ ⬜ ⬜

Ad-\_nIv ae-bmfw ⬜ ⬜ ⬜

lnµn Cw¥ojv ⬜ ⬜ ⬜

lnµn ae-bmfw ⬜ ⬜ ⬜

kwkvIrXw ae-bmfw ⬜ ⬜ ⬜

DdpZp ae-bmfw ⬜ ⬜ ⬜

aäp-h-ÃXpw (hy-à-am-¡p-I)

1. kv¡qÄ sse{\_-dn-bnÂ d^-d³kv ]pkvX-I-§Ä e`y-amtWm?

e`y-amWv ⬜ e`y-aÃ ⬜ F®w ⬜

1. kv¡qfnÂ Zn\-]{X e`y-amtWm? GsXÃmw `mj-I-fnÂ DÅ-Xm-Wv.
2. sse{\_-dn-bnÂ GsX-¦nepw Xc-¯n-epÅ BgvN-]-Xn-¸p-Itfm amkn-I-Itfm e`y-amtWm?

e`y-amWv ⬜ e`y-aÃ ⬜ Ds­-¦nÂ F®w ⬜

1. sse{\_-dn-bnÂ {]hÀ¯-\-¯n-\m-h-iy-amb I¼yq-«À kuI-cy-apt­m?

D­v ⬜ CÃ ⬜

1. ]pkvX-I-§sf Ipdn-¨pÅ hnh-c-§Ä I¼yq-«-dnÂ tiJ-cn-¨n-«pt­m?

D­v ⬜ CÃ ⬜

1. sse{\_-dn-bnÂ CâÀs\äv kuI-cy-apt­m?

D­v ⬜ CÃ ⬜

1. A[ym-]-IÀ kv¡qÄ sse{\_dn D]-tbm-Kn-¡m-dp-t­m? Ds­-¦nÂ GsXÃmw ka-b-§-fnÂ

FÃm Znh-khpw ⬜ BgvN-bnÂ ⬜ Bh-iy-ap-Åvt¸mÄ ⬜

1. kv¡qÄ sse{\_dn \S-¯n-¸n-\mbn sse{\_dn I½n-än-bp-t­m?

D­v ⬜ CÃ ⬜

1. Ip«p-IÄ¡v GsXÃmw ka-b-§-fn-emWv ]pkvXIw \ÂIp-¶-Xv.

¢mÊn-\p-ap¼v ⬜ CâÀshÂ ka-b-§-fnÂ ⬜

¢mÊv ka-b-§-fnÂ ⬜ ¢mÊn\v tijw ⬜

1. sse{\_-dn-bnÂ \n¶pw GXp amÀ¤-¯n-eq-sS-bmWv ]pkvX-I-§Ä \ÂIp-¶-Xv.

sjÂ^p-I-fnÂ \n¶pw hnZymÀ°n-IÄ sXc-sª-Sp-¡p-¶p. ⬜

hnZymÀ°n-IÄ Bh-iy-s¸-Sp¶ ]pkvX-I-§Ä FSp¯vsImSp-¡p¶p ⬜

aäp-amÀ¤-§-fn-eqsS (hy-à-am-¡p-I)

1. hyàn-IÄ¡v GsXÃmw Znh-k-§-fnÂ ]pkvX-I-§Ä \ÂIp-¶p.

FÃm {]hr-¯n-Zn-h-khpw ⬜ BgvN-bnÂ \mev ⬜

BgvN-bnÂ c­p Znhkw ⬜ BgvN-bnÂ A©v ⬜

BgvN-bnÂ aq¶p Znhkw ⬜ BgvN-bnÂ Hcn-¡Â ⬜

1. Hcp hnZymÀ°n¡v Hcp kabw F{X ]pkvXIw \ÂIp-¶p
2. hnZymÀ°n-IÄ¡v ]pkvXIw ssIhiw sh¡m³ ]c-am-h[n \ÂIp¶ Znhkw

5 Â Xmsg ⬜ 5 þ 10 Znh-k-¯n-\n-S-bnÂ ⬜

10-þ15 Znhkw hsc ⬜ 15 Znh-k-¯n\v apI-fnÂ ⬜

1. Ignª hÀjw FÃm ¢mÊp-I-fn-ep-ambn BsI hnX-cWw \S-¯nb ]pkvXIw
2. sse{\_dn ]pkvX-I-§Ä¡v ss^³ hm§m-dpt­m?

Ds­-¦nÂ F{X ⬜ D­v ⬜ CÃ ⬜ Znh-k-¯n\v ss]k ⬜

1. \ne-hn-epÅ kv¡qÄ sse{\_dn kwhn-[m-\-¯nÂ Xm¦Ä t\cn-Sp¶ {]iv\-§Ä Fs´Ãmw?

dqw kuIcyw Ipdhv ⬜ ^ÀWn-¨-dp-I-fpsS Ipdhv ⬜

]pkvX-I-§-fpsS Ipdhv ⬜ ]cn-io-e\ Ipdhv ⬜

ka-b-¡p-dhv ⬜ km¼-¯n-I-amb ]cn-an-Xn-IÄ ⬜

Kh¬saâv Xe-¯nÂ \n¶pÅ hyXy-kvX-amb amÀ¤   
\nÀt±-i-§-fpsS A`mhw ⬜

hnZymÀ°n-I-fpsS sse{\_dn D]-tbm-K-¯nse XmÂ]-cy-¡p-dhv ⬜

A[ym-]-I-cpsS sse{\_dn D]-tbm-K-¯nse XmÂ]-cy-¡p-dhv ⬜

aäp-hÃ Imc-W-§fpw (hy-à-am-¡p-I)

1. \½psS kv¡qÄ sse{\_-dn-bpsS ]ptcm-K-a-\-¯n\pw D]-tbmKw t{]mÕm-ln-¸n-¡m\pw Xm¦-fpsS s]mXp-\nÀt±-i-§Ä Fs´Ãmw?

**APPENDIX II A**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

ae-¸pdw PnÃ-bnse lbÀsk-¡-­dn kv¡qfnse sse{\_dn kuI-cy-§-sf-¡p-dn¨pw D]-tbm-K-s¯-¡p-dn¨pw Adn-bm-\pÅ tNmZy-§-fmWv NphsS sImSp-¯n-cn-¡p-¶-Xv. Hmtcm tNmZy-§Ä¡pw D­v/CÃ F¶o c­p {]Xn-I-c-W-§Ä sImSp-¯n-«p-­v. tNmZy-§Ä {i²m-]qÀÆw hmbn¨v \n§-fpsS {]Xn-I-c-W-§sf ✓ F¶ AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. Zb-hmbn FÃm tNmZy-§Ä¡p D¯cw \³Im³ {]tXyIw {i²n-¡p-I.

kv¡qfnsâ t]cv :

ØnXn-sN-¿p¶Xv : ap\n-kn-¸m-enän/ {Kma ]©m-b¯v

Imä-Kdn : Kh: amt\-Pvsaâv

GXp-Xcw : B¬/s]¬/P\-dÂ

Xm¦-fpsS t]cv :

A[ym-]-I³ F¶ \ne-bnÂ Xm¦-fpsS   
 hnZym-`ymk tbmKyX Fs´-Ãm-amWv :

hnjbw :

A[ym-]\ ]cn-Nbw :

1. kv¡qfnse BsI A²ym-]-I-cpsS F®w

]pcp-j³ ⬜ kv{Xo ⬜

1. kv¡qfnse BsI hnZymÀ°n-I-fpsS F®w. ⬜
2. {]n³kn-¸mÄ F¶ \ne-bnÂ ]cn-Nbw F{X ⬜
3. \_pÅ-än³ t\_mÀUnÂ {][m\ hmÀ¯-IÄ {]ZÀin-¸n-¡m-dpt­m?

D­v ⬜ CÃ ⬜

1. AXym-hiy ]pkvX-I-§Ä sset{\_-dn-b³ hm§m³ A\p-hmZw \ÂIm-dpt­m?

D­v ⬜ CÃ ⬜

1. A[ym-]-I³ \nÀt±-in-¡p¶ ]pkvX-I-§Ä FÃmw hm§n-¡m-dpt­m?

D­v ⬜ CÃ ⬜

1. sse{\_-dn¡v Fs´-¦nepw klmbw Xmsg ]d-bp-¶-h-cnÂ \n¶v e`n-¡m-dpt­m Fs´¶v hyà-am-¡-Ww.

D­v CÃ

]n.-Sn.-F. I½nän ⬜ ⬜

amt\-Pvsaâvdv ⬜ ⬜

bph-P\ kwL-S-\-IÄ ⬜ ⬜

1. Ignª hÀj-¯nÂ sse{\_dn ^okn-\-¯nÂ ]ncn-s¨-Sp¯ kwJy F{X?

^okn-\-¯nÂ e`n¨ kwJy ⬜

sNe-h-gn¨ kwJy ⬜

]qÀ®-ambn sNe-h-gn-s¨-¦nÂ Imc-W-§Ä hyà-am-¡pI

1. \ne-hn-epÅ kv¡qÄ sse{\_dn kwhn-[m-\-¯nÂ \n§Ä t\cn-Sp\v \{]-[m\ {]iv\-§Ä Fs´Ãmw?
2. \½psS kv¡qÄ sse{\_-cn-bpsS ]ptcm-K-a-\-¯n-\mbpw D]-tbmKw t{]mÕm-ln-¸n-¡m\pw Xm¦-fpsS s]mXp \nÀt±-i-§Ä Fs´Ãmw?

**APPENDIX III A**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

ae-¸pdw PnÃ-bnse lbÀsk-¡-­dn kv¡qfnse sse{\_dn kuI-cy-§-sf-¡p-dn¨pw D]-tbm-K-s¯-¡p-dn¨pw Adn-bm-\pÅ tNmZy-§-fmWv NphsS sImSp-¯n-cn-¡p-¶-Xv. Hmtcm tNmZy-§Ä¡pw D­v/CÃ F¶o c­p {]Xn-I-c-W-§Ä sImSp-¯n-«p-­v. tNmZy-§Ä {i²m-]qÀÆw hmbn¨v \n§-fpsS {]Xn-I-c-W-§sf ✓ F¶ AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. Zb-hmbn FÃm tNmZy-§Ä¡p D¯cw \³Im³ {]tXyIw {i²n-¡p-I.

kv¡qfnsâ t]cv :

ØnXn-sN-¿p¶Xv : ap\n-kn-¸m-enän/ {Kma ]©m-b¯v

Imä-Kdn : Kh: amt\-Pvsaâv

GXp-Xcw : B¬/s]¬/P\-dÂ

Xm¦-fpsS t]cv :

hnZym-`ymk tbmKyX :

1. Xm¦-fpsS k\_vPIvSv GsXÃmw ¢mÊnÂ ]Tn-¸n-¡p-¶p.

(+1, +2 science)

1. \n§Ä kv¡qÄ sse{\_dn ]pkvX-I-§Ä D]-tbm-Kn-¡m-dpt­m? Ds­-¦nÂ GsXÃmw ka-b-§-fnÂ

D­v ⬜ CÃ ⬜ FÃm Znh-khpw ⬜

BgvN-bnÂ ⬜ Bh-iy-ambn hcp-t¼mÄ ⬜

1. \n§-fpsS hnj-b-¯n-\m-h-iy-amb d^-d³kv ]pkvX-I-§Ä sse{\_-dn-bnÂ e`y-amtWm?

e`y-amWv ⬜ e`y-aÃ ⬜

1. sse{\_-dn-bnÂ A²ym-]-IÀ¡v am{X-am-bn-«pÅ ]pkvXI sk£³ Dt­m? Ds­-¦nÂ FN{X sjÂ^p-IÄ

D­v ⬜ CÃ ⬜

1. sse{\_dn D]-tbm-K-s¯-¡p-dn¨pw sse{\_dn kuI-cy-§-sf-¡p-dp¨pw \n§Ä hnZymÀ°n-IÄ¡v {]tXyIw \nÀt±-i-§Ä sImSp-¡m-dpt­m?

D­v ⬜ CÃ ⬜

1. sse{\_dn NmÀÖpÅ A[ym-]-Is\ \n§Ä klm-bn-¡m-dpt­m?

D­v ⬜ CÃ ⬜

1. hnZymÀ°n-I-fnÂ sse{\_dn D]-tbmKw t{]mÕm-ln-¸n-¡m³ Xmsg ]d-bp¶ Imcy-§Ä Xm¦Ä sN¿p-¶pt­m?

D­v CÃ

sse{\_dn D]-tbm-Kn-¡m³ \nÀ\_-Ôn-¡m-dp­v ⬜ ⬜

tlmw hÀ¡p-IÄ \ÂIp¶p ⬜ ⬜

sse{\_dn D]-tbm-K-¯n\v {]tXyIw ka-bw \ÂIp¶p ⬜ ⬜

]pkvXIw Is­-¯m\pw Bh-iy-am-bh   
sXc-sª-Sp-¡m\pw hnZymÀ°n-Isf klm-bn-¡p-¶p. ⬜ ⬜

hmbn¨ ]pkvX-I-§sf Ipdn¨v Hcp eLp hnh-cWw Fgp-Xm³ Bh-iy-s¸-Sp-Ibpw AXp hne-bn-cp-¯p-Ibpw sN¿p-¶p.

1. \n§-fpsS kv¡qÄ sse{\_-dn-bpsS \ne-hn-epÅ kwhn-[m-\-¯nÂ \n§Ä kwXr-]vX-\mtWm? CsÃ-¦nÂ Fs´-Ãm-amWv t]mcm-bva-IÄ F¶p hyà-am-¡pI.

F) \_n)

kn) Un) C)

1. sse{\_-dn-bpsS ]ptcm-K-a-\-¯n-\mhpw D]-tbmKw t{]mÕm-ln-¸n-¡m\pw Xm¦-fpsS s]mXp \nÀt±-i-§Ä Fs´Ãmw?

F) \_n)

kn) Un) C)

**APPENDIX IV A**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

ae-¸pdw PnÃ-bnse lbÀsk-¡-­dn kv¡qfnse sse{\_dn kuI-cy-§-sf-¡p-dn¨pw D]-tbm-K-s¯-¡p-dn¨pw Adn-bm-\pÅ tNmZy-§-fmWv NphsS sImSp-¯n-cn-¡p-¶-Xv. Hmtcm tNmZy-§Ä¡pw D­v/CÃ F¶o c­p {]Xn-I-c-W-§Ä sImSp-¯n-«p-­v. tNmZy-§Ä {i²m-]qÀÆw hmbn¨v \n§-fpsS {]Xn-I-c-W-§sf ✓ F¶ AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. Zb-hmbn FÃm tNmZy-§Ä¡p D¯cw \³Im³ {]tXyIw {i²n-¡p-I.

kv¡qfnsâ t]cv :

ØnXn-sN-¿p¶Xv : ap\n-kn-¸m-enän/ {Kma ]©m-b¯v

Imä-Kdn : Kh: amt\-Pvsaâv

hnZymÀYn-bpsS t]cv :

¢mÊv/Unhn-j³ :

hnZym-`ymk tbmKyX :

Xmsg \ÂIn-bn-«pÅ tNmZy-§-fnÂ Ah-bv¡-\p-tbm-Py-amb D¯-c-§Ä¡v t\sc ✓ sN¿pI

1. \n§Ä¡v sse{\_dn D]-tbm-K-¯n-\mbv {]tXyIw ]ocn-bUv A\p-h-[n-¡m-dpt­m?

D­v ⬜ CÃ ⬜

1. sse{\_dn Dc]tbmKw t{]mÕm-ln-¸n-¡m³ A²ym-]-IÀ Xmsg-]-d-bp¶ Imcy-§Ä sN¿m-dpt­m?

|  |  |  |
| --- | --- | --- |
|  | D­v | CÃ |
| sse{\_-dn-bnÂ t]mbn hmbn-¡m³ Bh-iy-s¸-Sm-dp­v | ⬜ | ⬜ |
| sse{\_dn D]-tbm-Kn¨p ]mT-`m-K-hp-ambn \_Ô-s¸« tlmw hÀ¡p-IÄ \ÂIp-¶p. | ⬜ | ⬜ |
| sse{\_-dn-bnÂ \n¶pw FSp¯v hmbn-¡p¶ ]pkvX-I-§sf¡pdn¨v Hcp eLphnh-cWw Fgp-Xm³ Bh-iy-s¸-Np-¶p. | ⬜ | ⬜ |
| sse{\_dn D]-tbm-K-s¯-¡p-dn¨pw kuI-cy-§-sf-¡p-dn¨pw \nÀt±-i-§Ä \ÂIm-dp-­v | ⬜ | ⬜ |

1. sse{\_-dn-bnÂ \n¶v GsXÃmw ka-b-§-fnÂ ]pkvXIw e`n-¡p-¶p.

¢mÊn\p ap¼v ⬜ ¢mÊv ka-b-§-fnÂ ⬜

Hgnhv ka-b¯v ⬜ ¢mkv Ign-ª-tijw ⬜

1. sse{\_-dn-bnÂ \n¶v GXv hn[-¯n-emWv ]pkvX-I-§Ä FSp-¡mdv?

sjÂ^p-I-fnÂ \n¶v t\cn«v XncsªSp-¡p¶p ⬜

Bh-iy-s¸-Sp¶ ]pkvX-I-§Ä A[ym-]-I³ sXc-sª-Sp¯v Xcp¶p ⬜

1. \n§-fpsS kv¡qÄ sse{\_-dn-bnÂ \n¶ ]pdsa Zn\-]-{X-§fpw B[p-\nI {]ko-²o-I-c-W-§fpw hmbn¡m\pÅ {]tXyI Øew Dt­m?

D­v ⬜ CÃ ⬜

1. Zn\ ]{X-§fpsS {][m\ hmÀ¯-Ifpw aäpw kam-l-cn¨v \_pÅ-än³t\_mÀUnÂ {]ZÀin-¸n-¡m-dpt­m?

D­v ⬜ CÃ ⬜

1. \n§-fnÂ \n¶pw sse{\_dn ss^³ hm§m-dpt­m?

D­v ⬜ CÃ ⬜

1. \n§Ä sse{\_dn ]pkvX-I-§Ä hmbn-¡p-¶pt­m?

D­v ⬜ CÃ ⬜

1. \n§-fpsS sse{\_-dn-bnÂ CâÀs\äv kuI-cy-apt­m?

D­v ⬜ CÃ ⬜

1. ]mT `mK-hp-ambn \_Ô-s¸« hÀ¡p-IÄ sN¿m-\pÅ d^-d³kv ]pkvX-I-§Ä Dt­m?

D­v ⬜ CÃ ⬜

1. \n§fpsS ]mTy-hn-j-b-§-fn-epÅ ]pkvX-I-§Ä sse{\_-dn-bnÂ \n¶pw FSp¯v hmbn-¡m-dpt­m?

hmbn-¡m-dp­v hmbn-¡m-dnÃ

ae-bmfw ⬜ ⬜

Ad\_n ⬜ ⬜

DdpZp ⬜ ⬜

lnµn ⬜ ⬜

kwkvIrXw ⬜ ⬜

Cw¥ojv ⬜ ⬜

kb³kv ⬜ ⬜

lpam-\n-äokv ⬜ ⬜

tImtagvkv ⬜ ⬜

1. ]mT ]pkvX-I-§Ä¡v ]pdsa Xmgw ]d-bp¶ ]pkvX-I-§Ä sse{\_-dn-bnÂ \n¶v FSp¯v hmbn-¡m-dpt­m?

hmbn-¡m-dp­v hmbn-¡m-dnÃ kv¡qfnÂ e`y-aÃ

Bß-I-Y-IÄ ⬜ ⬜ ⬜

IY-IÄ ⬜ ⬜ ⬜

Ihn-X-IÄ ⬜ ⬜ ⬜

t\mh-ep-IÄ ⬜ ⬜ ⬜

\mSIw ⬜ ⬜ ⬜

teJ\w ⬜ ⬜ ⬜

s]mXp-hn-Úm\w ⬜ ⬜ ⬜

Nn{X-I-Y-IÄ ⬜ ⬜ ⬜

Poh-N-cn{Xw ⬜ ⬜ ⬜

bm{Xm-hn-h-cWw ⬜ ⬜ ⬜

aäphÃXpw (hy-à-am-¡p-I)

1. \ne-hn-epÅ kv¡qÄ sse{\_dn kwhn-[m-\-¯nÂ \n§Ä t\cn-Sp¶ {][m\ {]iv\-§Ä Fs´-Ãmw.

D]-tbm-K-¯n\v \nÝnX kabw e`n-¡p-¶nÃ ⬜

A²ym-]-I-cnÂ \n¶pw hyà-amb \nÀt±-itam   
klm-btam e`n-¡p-¶nÃ ⬜

Bh-iy-¯n-\pÅ hnjb ]pkvX-I-§Ä e`n-¡p-¶nÃ ⬜

]Tn-¡m³ Ipsd-bp-ÅXv ImcWw kabw e`n-¡p-¶nÃ ⬜

]pkvX-I-§Ä bYm-k-abw e`n-¡p-¶nÃ ⬜

s]mXp hn`mKw ]pkvX-I-§Ä Ipd-hmWv ⬜

`qcn-`mKw ]pkvX-I-§fpw Ime-¸-g¡w h¶-XmWv ⬜

aäp hÃ Imc-W-§Ä (hy-à-am-¡pI

1. sse{\_dn kuIcyw hÀ²n-¸n-¡m\pw D]-tbmKw t{]mÕm-ln-¸n-¡m\pw \n§-fpsS s]mXp \nÀt±-i-§Ä Fs´Ãmw?

**APPENDIX IB**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

Questions regarding the library facilities and its utilisation among higher secondary schools of Malappuram district are given below. Read it carefully and mark your response using tick (✓) mark. Please answer all questions.

Name of the school :

Locality : Municipality/Gramapanchayath

Category : Govt./Management

Status : Boys/Girls/General

Name :

Qualification as teacher :

Subject :

Teaching Experience :

1. Have you any additional qualification, mentioned below as a teacher in charge of library.

1. Diploma ⬜ 2. BLISc ⬜ 3. MLISc. ⬜

2. How did you assume the charge of library

1. Took up his own (being interested) ⬜

2. Compulsion of principal ⬜

3. Decision of staff council ⬜

4. Other reason ⬜

3. Did you get any orientation course in library science under education development.

4. Have you any additional salary get in charge library.

Yes ⬜ No. ⬜ If yes which type, from where, how many days

5. How many hours do you have classes in a week as a teacher in charge of library :

6. How many hours do you spend in a week for managing library

7. Total space for your library

Length ⬜ Width ⬜ Height⬜

8. Has your school library room enough ventilation

Yes ⬜ No ⬜

9. Are there adequate number of shelves and stands to keep books

Yes ⬜ No of shelves ⬜

No ⬜ No of stands ⬜

10. Are the electricity facilities available in the library

Yes ⬜ No ⬜

11. Are these adequate number of chairs, bunches and desks in the library for teachers and student use library properly.

Yes ⬜ No of desks ⬜ No of benches ⬜

No ⬜ No of chairs ⬜

12. Deos the liberation have a separate seat in the library

Yes ⬜ No ⬜

13. Is there any separate stand to exhibit the newly arrived books

Yes ⬜ No ⬜

14. Is there any separate notice board for library purpose

Yes ⬜ No ⬜

15. Are the general records kept in the library

General stock register ⬜

Subject wise register ⬜

Issue register for students ⬜

Issue register for teachers ⬜

16. What type of library functioning in your school.

General ⬜ Class wise ⬜ Division wise ⬜

17. How many books are there in your library

Books related to science ⬜

Commerce ⬜

Humanities ⬜.

English ⬜

Malayalam ⬜

Arabic ⬜

Sanskrit ⬜

Autobiography ⬜

Stories ⬜

Novels ⬜

18. What type of following dictionaries available in library.

Yes No

English- Malayalam ⬜ ⬜

Arabic-Malayalam ⬜ ⬜

Hindi-English ⬜ ⬜

Hindi-Malayalam ⬜ ⬜

Sanskrit-Malayalam ⬜ ⬜

19. Are the reference section in the school library

Yes ⬜ No ⬜

20. Are news paper available in the library

Yes ⬜ No ⬜

21. Do you provide weeklies and monthlies in your library

Yes ⬜ No ⬜

22. Is there computer facilities in your library

Yes ⬜ No ⬜

23. Details to books record in your computer

Yes ⬜ No ⬜

24. Is there internet facilities in the library

Yes ⬜ No ⬜

25. Do the teacher use the library? If yes what time

Daily ⬜ Weekly ⬜ Whenever needed ⬜

26. Is there library committee for running the school library

Yes ⬜ No ⬜

27. When do you issue books to students

Before class ⬜ During interval ⬜

During class time ⬜ After class time ⬜

28. What is the way for issuing books to pupil

Pupil select from shelves ⬜

Teacher select the books for the pupil ⬜

Any other ⬜

1. On which days are books issued to pupil

Al working days ⬜

Twice in a week ⬜

Thrice in a week ⬜

Four days in a week ⬜

Five days in a week ⬜

Once in a week ⬜

30. How many books are issued to a pupil at a time

31. Maximum days permitted to keep books

Below 5 days ⬜

5-10 days ⬜

10-15 days ⬜

Above 15 days ⬜

32. How many books are issued in previous year:

33. Do you charge fine for delay of returning library books

If yes how much

Yes ⬜ No ⬜ Per paise ⬜

34. What are the main problem you face in the existing library system

1. Lack of spacious room ⬜ 2. Lack of books ⬜ 3. Lack of time ⬜ 4. lack of class ⬜

5. lack of furniture ⬜ 6. Lack of training ⬜

7. Financial limitation ⬜

8. Lack of interest as the part of students in utilising library ⬜

9. Lack of interest the part of teacher in utilising library ⬜

10. Other reason ⬜

35. What are the common suggestions to improve and encourage the utilization of library.

**APPENDIX IIB**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

Questions regarding the library facilities and its utilisation among higher secondary schools of Malappuram district are given below. Read it carefully and mark your response using tick (✓) mark. Please answer all questions.

Name of the school :

Locality : Municipality / Gramapanchayath

Category : Govt/ Management

Status : Boys/ Girls /General

Name :

Educational Qualification as teacher :

Subject :

Teaching Experience :

1. Total number of teacher in the school

Male ⬜ Female ⬜ Total ⬜

2. Total number of students in the school ⬜

3. Experience as the principal ⬜

4. Are the special news exhibited on the bulletin board

Yes ⬜ No ⬜

5. Is the librarian given permission to buy necessary books

Yes ⬜ No ⬜

6. Do you buy all the books suggested by teacher

Yes ⬜ No ⬜

7. Does the library get any help from those mentions below.

Yes No

PTA committee ⬜ ⬜

Management ⬜ ⬜

Youth organisation ⬜ ⬜

8. Total amount collected as the library fee in the last year

Total amount collected ⬜

Total expense ⬜

If not expended fully why :

9. What are the main problem s you face in the exciting library system

10. What your common suggestions for the improvement of library and to encourage its utilization.

**APPENDIX IIIB**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

Questions regarding the library facilities and its utilisation among higher secondary schools of Malappuram district are given below. Read it carefully and mark your response using tick (✓) mark. Please answer all questions.

Name of the school :

Locality : Municipality / Gramapanchayath

Category : Govt/ Management

Status : Boys/ Girls /General

Name :

Educational Qualification :

1. Teaching subject and classes:

2. Do you utilise books from the school library? If yes specify the time

Yes ⬜ No ⬜ Daily ⬜ Per week ⬜

3. Are the available reference books on your subjects in the library helpful for teaching.

Yes ⬜ No ⬜

4. Is there a special section for teacher in library. If yes how many shelves.

Yes ⬜ No ⬜ No of shelves ⬜

5. Do you give special direction to your students on the utilisation of library and its facilities.

Yes ⬜ No ⬜

6. Do you help the librarian

Yes ⬜ No ⬜

7. Do you give the following encouragement for utilising the library.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Compelling to utilise library | ⬜ | ⬜ |
| Giving home work | ⬜ | ⬜ |
| Allotting special time to utilise library | ⬜ | ⬜ |
| Helping to find out and select the necessary book | ⬜ | ⬜ |
| Asking to make a brief account reading books and evaluating its brief account | ⬜ | ⬜ |

8. Are you satisfied with the present set up of your library? If not what are the limitation.

9. What are your common suggestions improve and encourage the utilisation of library.

**APPENDIX IVB**

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE**

**Questionnaire on Facilities and Utilisation of Library**

|  |  |  |
| --- | --- | --- |
| Dr. Bindhu C.M  Associate professor  Farook Training College |  | Vineesh P.  ME.d Student  Farook Training College |

Questions regarding the library facilities and its utilisation among higher secondary schools of Malappuram district are given below. Read it carefully and mark your response using tick (✓) mark. Please answer all questions.

Name of the school :

Locality : Municipality / Gramapanchayath

Category : Govt/ Management

Status : Boys/ Girls /General

Name :

Subject :

1. Is a special period allotted for utilising library

Yes ⬜ No ⬜

2. Do the teacher perform the following things to encourage the utilisation of library.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Asking to visit library and read books | ⬜ | ⬜ |
| Giving home works necessary to consult the library books | ⬜ | ⬜ |

|  |  |  |
| --- | --- | --- |
| Asking to write brief coconut of books taken from library | ⬜ | ⬜ |
| Giving direction on the utilisation of library facilities available | ⬜ | ⬜ |

3. Time schedule for issues books from the library

Before the class ⬜ During the class time ⬜

During the interval ⬜ after the class time ⬜

4. How do you select books from the library

You yourself select from the shelves ⬜

Teacher select the required books for you ⬜

5. Is there any separate reading room on addition to the library

Yes ⬜ No ⬜

6. Are the special reports in newspaper displayed on the bulletin board.

Yes ⬜ No ⬜

7. Do they collect library fine from you

Yes ⬜ No ⬜

8. Do you read library books

Yes ⬜ No ⬜

9. Is there internet facilities in your library

Yes ⬜ No ⬜

10. Do you take reference books related to your subject

Yes ⬜ No ⬜

11. Do you take and read the prescribed books from the library

Read Not read

Malayalam ⬜ ⬜

Arabic ⬜ ⬜

Urdu ⬜ ⬜

Hindi ⬜ ⬜

Sanskrit ⬜ ⬜

English ⬜ ⬜

Science ⬜ ⬜

Commerce ⬜ ⬜

Humanities ⬜ ⬜

12. Are the following books outside the syllabus available in the library. Do you read them.

Read Not read Not available

Autobiographies ⬜ ⬜ ⬜

Stories ⬜ ⬜ ⬜

Novels ⬜ ⬜ ⬜

Drama ⬜ ⬜ ⬜

General knowledge ⬜ ⬜ ⬜

13. What are the main problem you face in the existing library system.

No special time is allotted for utilising library ⬜

Teacher do not give clear suggestion and help ⬜

The number of subject book inadequate ⬜

Lack of time to utilise the library due to overload study ⬜

Even the available books are not issued properly ⬜

The books on general subject are limited ⬜

Most of the books are old ⬜

Any other reason (specify)

14. Your common suggestions to improve the library facilities and to encourage its utilisation.