



CHAPTER 6

LIBRARY HUMAN RESOURCE

1. SIZE OF LIBRARY STAFF

Competent and effective library staff is the corner stone of a good school library. It is not the extensiveness of the collection, the amount of budget or the spacious building fitted with modern amenities of the library. It is only the qualified and trained librarian, supported by other staff who make the library truly functional. If the number of school library staff is inadequate, or if the librarian lacks the qualification which the work requires, it is certain that the school library will not function as an educational force. In this regard, the norms laid down by CBSE as a part of Affiliation Bye-Laws may also be referred to. The post of a librarian supported by necessary infrastructure, will have to be created and filled to initiate young learners into the use of books and other reading materials, and inculcate in them the habit of life-long reading.

A minimum of two members of staff (Librarian and an attendant) are essential in all school libraries, irrespective of their size and class levels. In close access system of library service, even two staff will not suffice. Moreover, the collection will be best used if the Library follows the **Open Access System**. It encourages better use of the library.

2. STUDENT LIBRARIANS

Some of the schools have included Library Science as one of the subjects under Socially and Useful Productive Work (SUPW). The students of these groups, as part of work education, can be encouraged to assist the library staff in different ways. Even if there is no provision of work education, it would be a good idea, if a few senior students are trained to assist the librarian in performing various tasks such as stamping of new books, pasting labels, dressing the shelves, doing minor repair of books, arranging the exhibition of books, manning the property counter and so on. In fact, it is a good idea to nominate a student librarian from each of the classes for a period of one month



and rotate the process. The students are a good workforce. Their potential must be explored to the fullest possible extent.

3. **STAFF FORMULA**

The following library staff is recommended for different levels of schools having a strength of 2000 or less:

- a) **Secondary School:** The library staff should consist of:

Librarian (TGT grade)	- One
Assistant Librarian (Assistant Teacher Grade)	- One
Library Attendant	- One

- b) **Senior Secondary School:** The Library Staff of a Senior Secondary School should consist of:

Senior Librarian (PGT Grade)	- One
Librarian (TGT Grade)	- One
Assistant Librarian (Assistant Teacher Grade)	- One
Library Attendant	- One

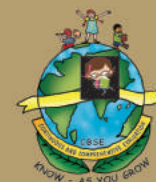
In case the number of students in a school crosses 2000, there should be a provision to appoint an additional Library Attendant for every 500 students or part thereof.

LIBRARIAN

(A) Qualities of a Librarian

The Librarian should have a love for books and should be a voracious reader. He/she should have the potential to inculcate the habit of lifelong reading among students.

The Librarian should be hard working and possess a charming and pleasing personality. Above all, the personality of librarian must be congenial, friendly and warm. A person with forbidding countenance, or an overbearing nature, who enforces discipline through fear or compulsion, can never



be successful in attracting students to the Library. A Librarian, therefore, must be calm, patient and relaxed, accommodating, encouraging students, helping them find books or information, ensuring an atmosphere of peace and serenity pervades the Library and process of self-learning and the process of discovering continues unimpeded. The Librarian should be fair to the students and he/she should encourage them to respect their library and its rules.

(B) Qualifications

i.	Senior Librarian Master's Degree in Arts/Science/Commerce + Degree or equivalent course in Library and Information Science from a recognised university. OR A Master's Degree in Library and Information Science from a recognised university.
ii.	Librarian A Degree or Diploma in Library and Information Science from a recognised University
iii.	Assistant Librarian Matriculation or equivalent with a Certificate in Library and Information Science from a recognised University.
iv.	Attendant Matriculation or 10 th Class or equivalent with experience in Library + working knowledge of English.

(C) Status of a School Librarian

The professional and managerial responsibilities of school librarian require the knowledge, experience and skill of professional librarian with several years of experience. Both the post and the post-holder should be treated at par with the head of teaching faculty in the school in terms of status, pay scales and other facilities.

(D) Motivation and Incentives

There should be a regular channel for promotion for Librarian. He/she should be able to move



up the ladder in hierarchy. He/she should be given personal promotions like teachers after the completion of 8 years of satisfactory service. He/she should also be considered for state awards as are admissible to his/her fellow teacher colleagues.

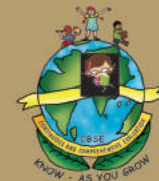
(E) Professional Development and Training

Opportunities for further professional development and training of the Head Librarian and other support staff should be similar to the teaching faculty. Library staff should be encouraged to participate in professional conferences, seminars, workshops, meetings, lectures, in-service training courses, and refresher programmes organised within and outside the country. Such opportunities help librarians widen their professional experience which ultimately help the school library as well as the individual.

(F) Role and function of School Librarian

The school librarian's job is one of the most difficult and challenging in librarianship. A school librarian will have to manage information resources, prepare budget, teach information skills to students and make a plan for the development of Library Resource Centre. The duties require the Librarian are:

- ❖ Collaborate with teachers in the integration of information skills in the curriculum;
- ❖ Provide access to a comprehensive range of learning materials in different formats for borrowing;
- ❖ Promote the effective use of the library learning resources by pupils and teachers;
- ❖ Promote and foster the enjoyment of reading from the earliest age and cultivate in students the habit of lifelong reading;
- ❖ Organise all learning and teaching materials within school to facilitate their accessibility, location and use;
- ❖ Remain aware of new learning resources, maintain contact with publishers and booksellers;
- ❖ Liaison with outside agencies and information networks, and encourage their use by the school community and thereby extend the range of resources available to the school library;



- ❖ Attend professional conferences, seminars, workshops etc and communicate/share the developments in the profession with junior colleagues;
- ❖ Advise staff members in the selection of appropriate reading materials for enhancing their work / research skills.

(G) **Suggested Duties of a Senior Librarian and Librarian**

- ❖ Select, procure and accession the reading material and pass the bills for payment,
- ❖ Classify reading material,
- ❖ Catalogue reading material,
- ❖ Supervise shelving of books/periodicals as per their sequence and call number,
- ❖ Maintain reading room,
- ❖ Conduct stock taking with the help of teachers,
- ❖ Maintain silence, proper atmosphere and decorum in the library,
- ❖ Prepare lists of books requiring discarding, weeding or withdrawal,
- ❖ Realise cost of books reported lost by students/teachers and deposit the amount with school office,
- ❖ Take suitable steps for the improvement of the school library service,
- ❖ Perform such other functions in connection with improvement of School Library services as may be entrusted by the Principal from time to time,
- ❖ Assign duties to Assistant Librarian, and Library Attendant and supervise their work.

The Library Association of Great Britain has come out with a **Check-list of Actions** to be undertaken by the school librarian. The list enumerates the steps to be followed by all Heads of Library and Information Services in U.K. in the context of the National Curriculum and Learning Skills. In the light of the New Education Policy announced in 1986, this Check-list of Actions on the part of the school librarians can go a long way in bringing change in providing library and information services to the students and teachers in schools. It recommends that the librarians:



1. be involved in education and training, both within and outside the school;
2. be involved in the **Family-of-Schools Network** established to enable primary and secondary schools to work together;
3. be involved in the curriculum development by participating in curriculum planning meetings of Head of Department level;
4. arrange meetings with Heads of Department and subject staff regarding
 - ❖ Make contribution to the provision of learning skills programmes including technology use and training.
 - ❖ Contribute as a part of curriculum planning team, to each department. He/she has an overview of the curriculum and knowledge of cross-curricular links within each subject which will ensure effective use of both resources and learning skills programmes.
5. Ensure that his/her role and the library and information services that he/she provides are included in the school's curriculum development plan by compiling a report for the school Head with sections on:
 - ❖ His/her role within the curriculum.
 - ❖ resources requirement for the curriculum subject, including costings based on the particular needs of the school using available statistics (existing levels of relevant stock) and standards (e.g. Library Association guidelines), assessment of staffing implications and needs for both professional and support staff.
6. Compile annual reports covering implications for library support staff and funding, plus, a review of the past year and development plan for the future.
7. Prepare a guide for the Governing Body/Management Committee of the School containing an overview of his/her role as well as the implications for staffing and funding and his/her plans for future development within the curriculum, and to make an offer to present this guide to the Members of the Governing Body as a part of their training programme;



8. Approach his/her school library authority with his/her requirements for the curriculum to see how they can facilitate:
- ❖ Professional development through provision of training for librarians and for teaching staff by deputing them to attend conferences, seminars, workshops, refresher courses etc.
 - ❖ Professional support through provision of both book and information technology resources.