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## **STATUS OF LIBRARY INTEGRATED MANAGEMENT SYSTEM AMONG SELECTIVE CBSE SCHOOLS IN TAMILNADU: A STUDY**

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### **Abstract**

The school library is thought of as the center of the institution. It serves as a hub for educational resources and provides every conceivable kind of support for the academic program. This paper's primary goal is to record the variables related to library administration in a few chosen school libraries in Chennai, India. To that purpose, a survey method was employed, and school librarians were given closed-ended questions to answer. Simple random sampling was employed to get samples from Chennai's secondary schools. This study will contribute to the investigation of school libraries' current library management situation. Particularly for school libraries, the work is designed. The field reality of school librarianship in India and its management practices will be documented by this research.

**Keywords:** *Management of Libraries, School Libraries, Status of Library*

### **Introduction**

The school library is essential to creating the foundational structure of a learning community. It gets aspiring students ready for college, the workforce, and life. A student's initial encounter with the library takes place in the classroom. It is the responsibility of the school administration to ensure that pupils have access to the necessary materials to instil in them the value and awareness of libraries. Users, staff, and documents make up the trinity of a library (Ranganathan, 1973). Its resources, which give consumers fast access to any reading material, include a well-trained librarian and a thoroughly recorded catalogue. In general, school librarianship focuses on document collection, administration, infrastructure, and user services. A school librarian's management role encompasses a wide range of activities, including automation, cataloguing, accessioning, binding, and much more. The Indian government, both national and state, has implemented numerous ICT projects, such epathshala and shala darpan, to promote school education in the ICT era (Sharma and Tripathi, 2019). For schools to receive recognition, accreditation, and affiliation from recognized educational boards— particularly the Central Board of Secondary Education (CBSE)—the library facility is a must. School library: According to Adefarati (2002), the school library's primary purpose is to serve as a hub for learning resources and to supplement the academic program. One may consider a learning resource center to be a hybrid library The school library serves as a resource for students' questions and interests in addition to the curriculum. In order to define a school library and establish criteria for the fundamental components of school libraries, the International Association of School Librarianship undertook study. According to this study, the school library's

objectives are to provide information resources via digital and non-digital media, encourage a love of learning, and support the teaching and learning process in accordance with the curriculum. Therefore, in order for users to access material both physically and digitally from a remote place, a library must be professionally managed and provided with all required resources, including a large variety of information sources in different forms, experienced and dedicated personnel, and more. The school library serves both educators and pupils. Non-teaching personnel really falls under the category of school library customers. It is frequently seen that professors use the library at a higher rate than pupils. As a result, effective management of a school library is necessary to meet the information needs of both teachers and pupils.

### **Review of Related Literature**

Numerous scholars from across the world have studied school libraries, focusing on a range of topics including collection, management, administration, infrastructure, and services. Martin (1996) looked into the connection between student academic success and the operation of media centers within Georgian schools' libraries. Numerous aspects of school library management, including staffing, costs, services, collection, and staffing levels, were considered for the study. Research revealed no significant relationship between various library management parameters and students' academic achievement. The Australian and New Zealand School Library Survey was conducted annually by Softlink (2015) on behalf of the library sector in order to create a vital reference point and highlight issues that school libraries face in this information age, where school libraries are thriving hubs for both physical and virtual library spaces. They got 1,099 replies to an online poll in 2015 from 994 schools. The study's conclusions indicate a favorable relationship between student achievement, personnel levels, and funding. The literacy rates of schools with more investment and support for their school libraries are higher than those of schools with less of both. This situation might also be explained by the services and resources that Indian school libraries offer. A study of 150 independent school librarians was carried out by Turner et al. (2007) to investigate a variety of school librarianship-related topics, including the acquisition of documents and managerial competencies. In response, library managers stated that there are differences throughout different schools in terms of library funding, manager salaries, and the role that school authorities assign to the school library. This study also showed that, in terms of library operations and management, individual schools are relatively satisfied with the library managers. A survey of the literature on library administration in independent schools in England and Wales was done by Turner (2006), and the results of his research showed that the availability and characteristics of school libraries range from one school to the next. Additionally, he pointed out that not much has been studied and that there is a dearth of publications in the field of school libraries. Because the circumstances surrounding school library research are essentially the same everywhere in the globe, it is crucial to carry out research in school libraries and investigate the little-known aspects of school librarianship. On the other hand, compared to research conducted internationally, Indian studies concentrate on a comparatively smaller scope. Whether or not a school has a librarian is a central theme in all reports from the Indian School Library Association and the India School Education Survey. It is challenging to imagine applying contemporary methods to Indian school libraries, many of which are having difficulty hiring librarians. Several schools associated with state boards do not include a library post in their recruitment guidelines. In actuality, libraries are present in centrally financed schools like Kendriya Vidyalayas and Navodaya Vidyalayas, and they operate effectively. However, most schools in India—whether they are private or state-funded—do not have the bare minimum of facilities.

### **Research Objective**

This study's main goal is to investigate the current state of library administration in Chennai's school libraries. The article also aims to provide a basic rating system for school libraries that is solely focused on fundamental technological elements of libraries. Only upper secondary schools associated with the Central Board of Secondary Education (CBSE) that have a functional library are included in the study.

## Methodology

Since primary data are the foundation of this study, a questionnaire instrument is employed to collect data. This study employs both qualitative and quantitative methods. The study's sample of 20 schools is made up entirely of CBSE-affiliated institutions with operational libraries. Sampling units are chosen via simple random sampling. The data is less skewed by ignoring other connection board schools. Only 12th class schools are selected for affiliation with CBSE. Many elementary and secondary schools lack a working library, which is the rationale behind choosing higher secondary schools. Following a school sampling, questionnaires are, with permission from the school authorities, mailed to each of the twenty schools. The school librarians are given a questionnaire in order to gather all the data regarding the management of the library. Data is gathered using both offline and online methods.

## Data Analysis and Finding

Distribution of seating capacity for Library users

Table-1: Seating capacity for Library users

S no	Seating capacity	Frequency (N)	Percentage (N)
1	< 20	2	10%
2	20-40	8	40%
3	40-80	7	35%
4	80-100	3	15%
5	Above 100	NIL	-

Table -1 reveals that 40% of respondents mention that their library has seating for between 20 and 40 people. This is followed by 35% of libraries with seating for between 40 and 80 people, 15% of libraries with seating for between 80 and 100 people, and the remaining 10% of libraries with seating for less than 20 people.

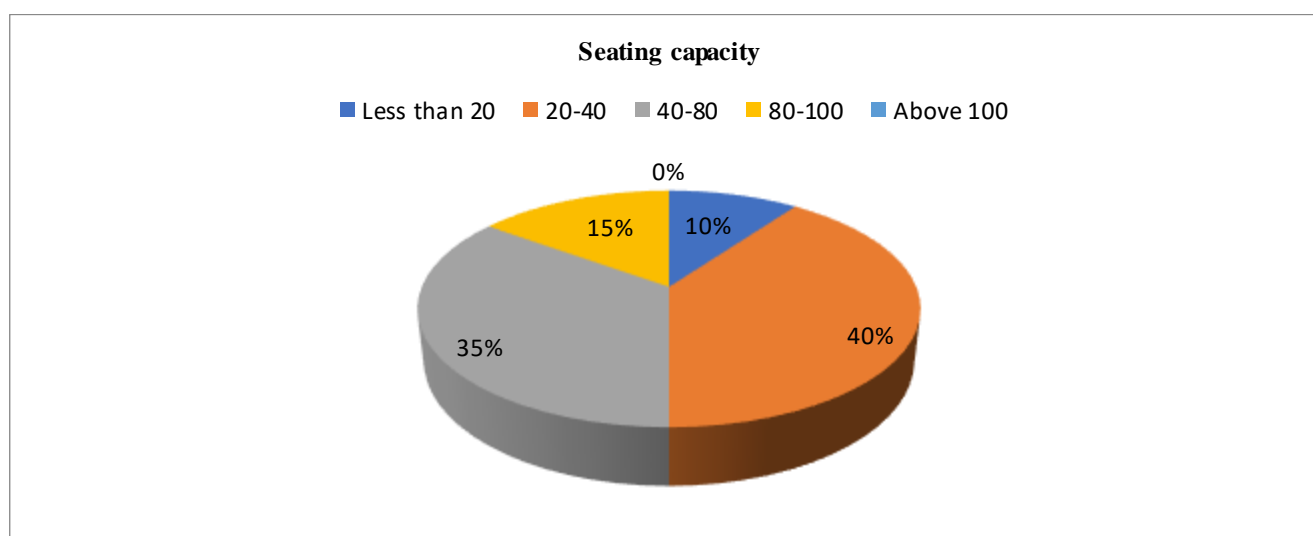


Figure - 1 Library seating capacity  
 Table-2: Analysis of Librarians academic qualification

Sno	Librarians Qualification	Frequency (N)	Percentage (N)
1	Master degree in Library	08	40%
2	Bachelor degree in Library	10	50%
3	Certificate in library and information science	2	10%

As can be seen from Table -2, 50% of librarians have a master's degree in library science, followed by a bachelor's degree in library science (40%), and a certificate in library and information science (10%).

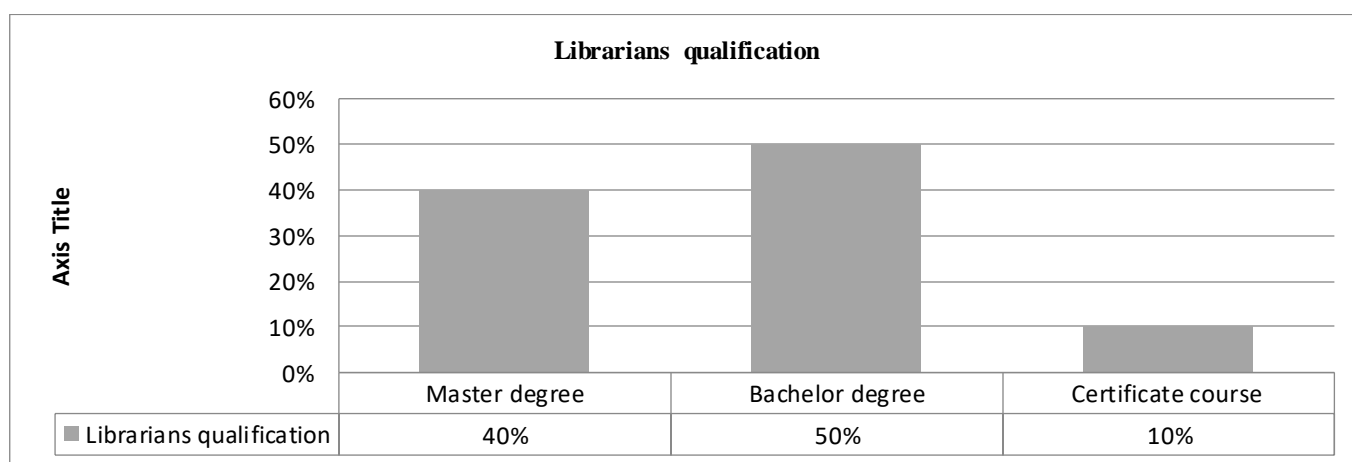


Figure - 2 Librarians qualification  
 Table-3: Analysis of Librarians academic experience

Sl No.	Librarians academic experience	Frequency (N)	Percentage (N)
1	Less than one year	04	20%
2	1 to 2 years of experience	05	25%
3	2- 3 years of experience	02	10%
4	3 – 5 years of experience	03	15%
5	More than 5 yrs of experience	06	30%

According to Table 3, 30% of librarians with more than five years of experience, 25% with one to two years of experience, 20% with less than a year of experience, 15% with three to five years of experience, and 10% with two to three years of experience.

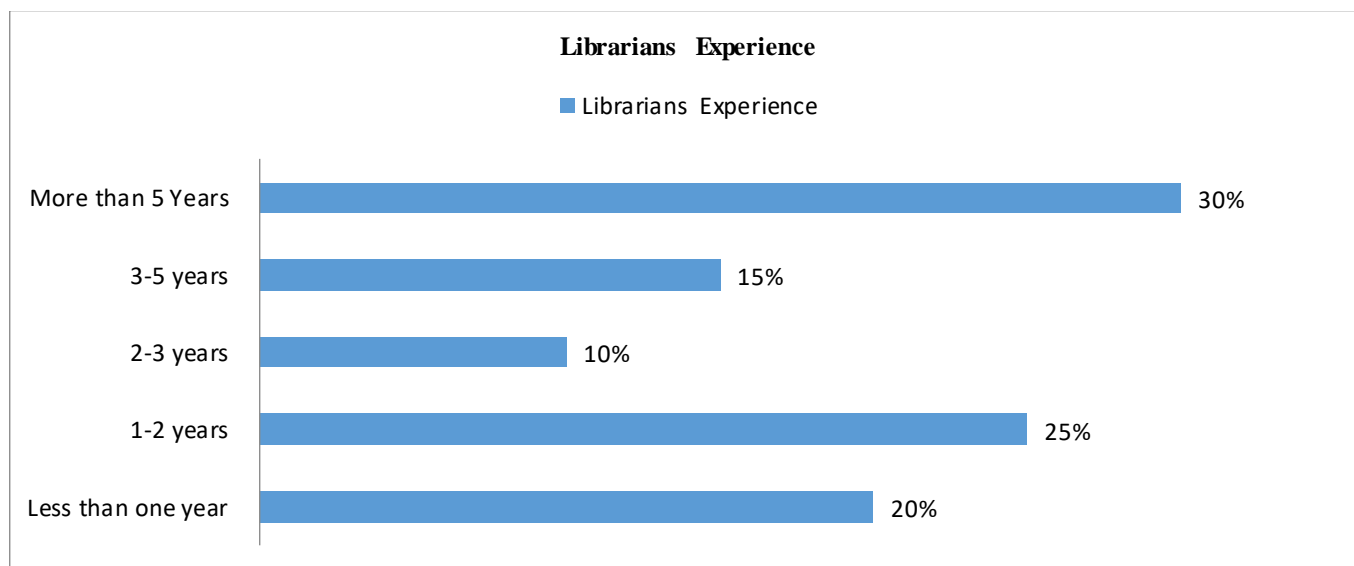


Figure - 3 Librarians Experience  
 Table- 4: Type of Library Classification

Sno	Library Classification Scheme	Frequency (N)	Percentage (N)
1	Dewey Decimal Classification (DDC)	12	60%
2	Colon Classification(ccc)	02	10%
3	Universal Decimal Classification (UDC)	01	5%
4	None	05	25%

Table- 4 shows that 60% of librarians use the DDC classification scheme, 25% do not utilize library classification in their library, 10% use the CC classification scheme, and 5% use the UDC classification method.

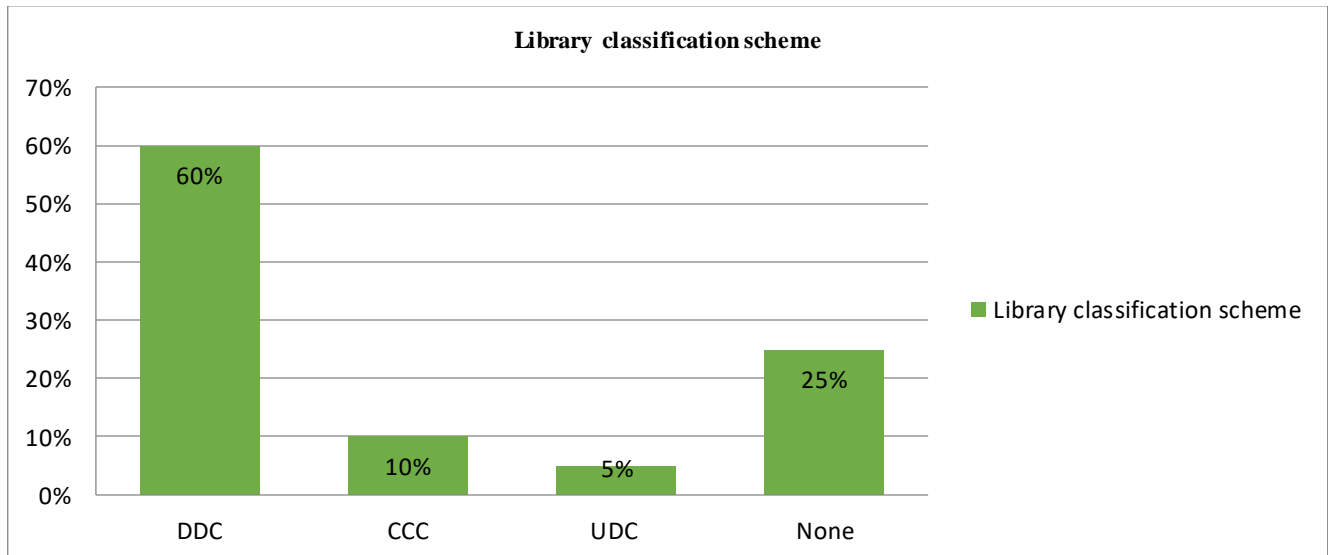


Figure - 4 Library Classification Scheme

Table-5: Type of Library software used

Sno	Software type	Frequency (N)	Percentage (N)
1	KOHA LIBSOFTDEL-PLUS AUTOLIB	07	35%
2	INHOUSE DEVELOPED SOFTWARE	02	10%
3	NONE	04	20%
4		02	10%
5		04	20%
6		01	5%

This information is displayed in Table- 5,35% of libraries use Koha software, 20% use Del-plus software, 20% use software created by their own team, 10% use Libsoft, 10% use Autolib, and 5% of libraries do not yet utilize software and instead keep manual records.

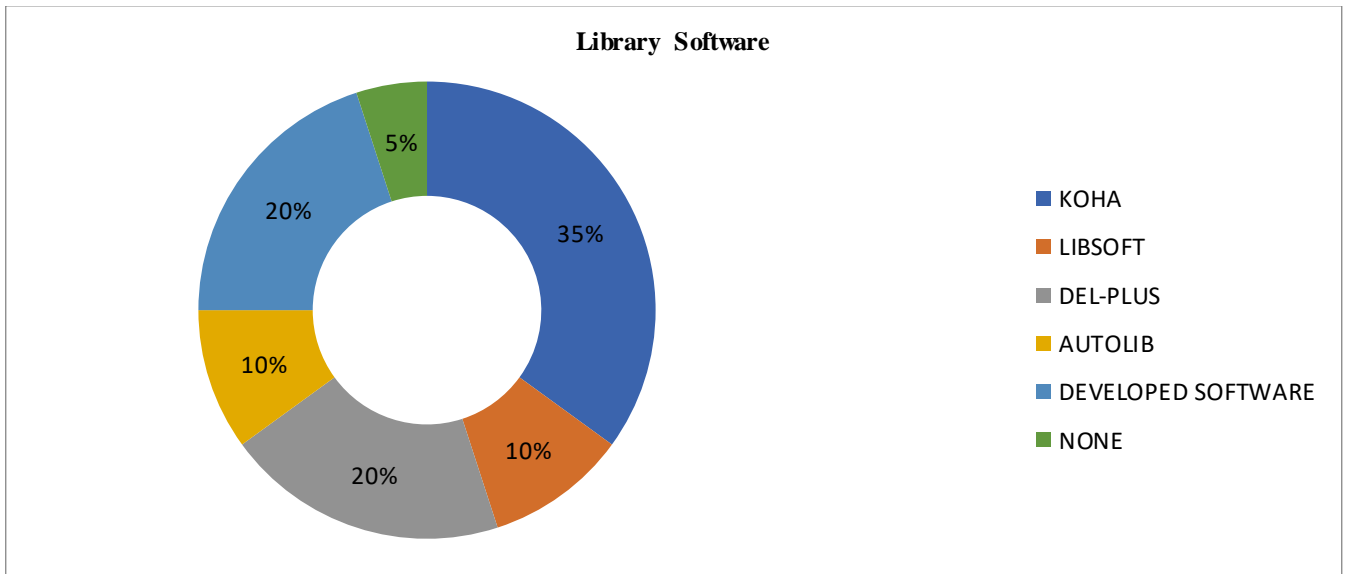


Figure - 5 Library Software  
 Table-6: Type of Library security system

Sno	Security system	Frequency (N)	Percentage (N)
1	Bar code technology RFID technology None	15	75%
2		_ 05	_ 25%

From the Above Table – 6 70% of the libraries use Barcode technology , followed by 25% have still not implemented security system in their libraries.

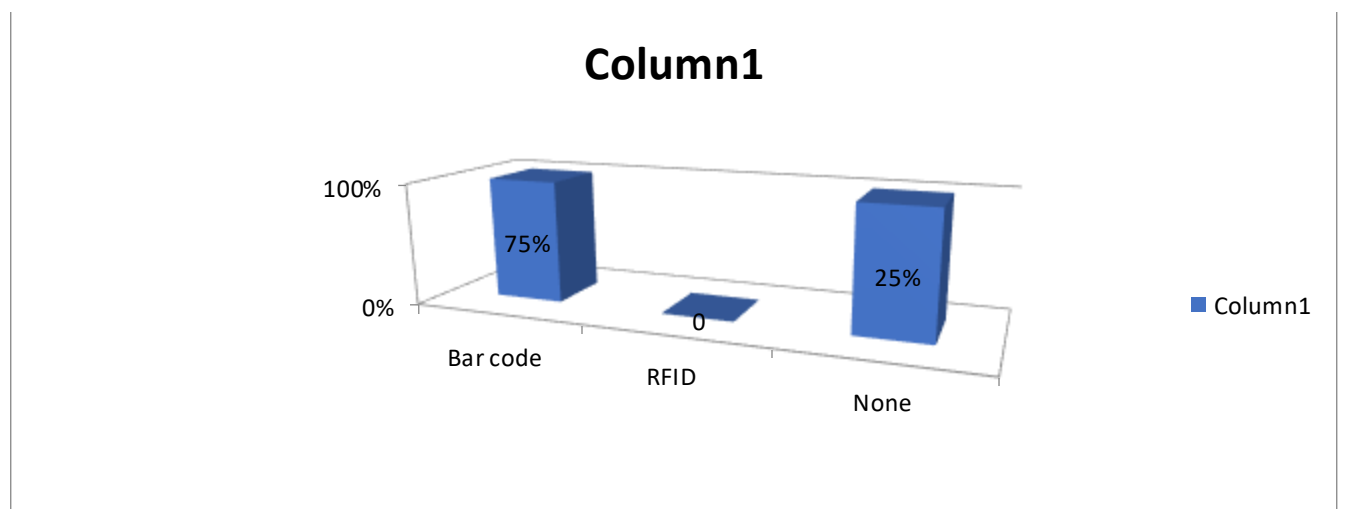


Figure - 6 Library security system  
 Table -7: Type of Online resources used

Sno	Online resources	Frequency (N)	Percentage (N)
1	DELD Ress Kindle Books Diksha portal	08	40 %
2	Others	10	50%
3		14	70 %
4		16	80%

From the above Table - 7 . 80% use free resource other than the above , 70% use Diksha portal , 50% use Kindle books to access E- Books , 40% use DELD Ress a source from DELNET .

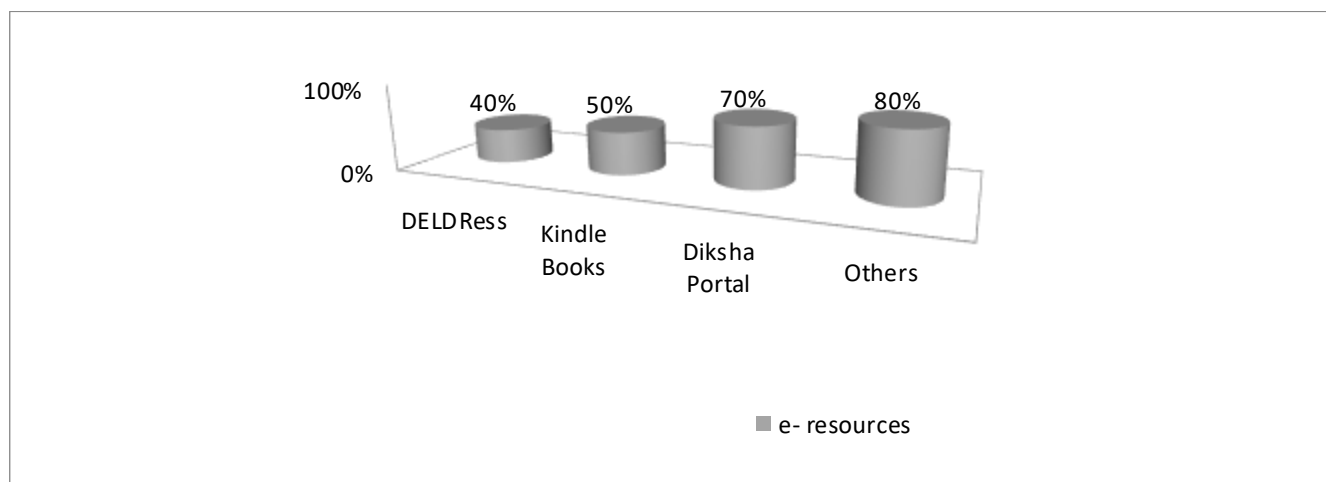


Figure - 7 Library E- resources

### Major finding of the study

Majority of respondents (40%) occupied with 20-40 seating capacity. Majority of respondents (40%), have academic qualification of Master degree in Library Sience Majority of respondents (25%) have 1-2 years of experience in handling the Library Majority of respondents (60%) use DDC classification methods. Majority of respondents (35%) implemented Koha Software in their Library Majority of respondents (75%) use Barcode technology for Library security Majority of respondents (80%) use various open resources.

### Conclusion

Data from this study indicated that, when it comes to the aspects of library management covered in this paper—such as software, qualification, seating capacity, and classification—school libraries are not well

managed. Users of school libraries will always feel unhappy if this issue is not well resolved, which is one of the reasons why young children are not drawn to the school library system. Numerous services are available to assist these young readers in visiting libraries and using their resources, but basic management techniques must be addressed first. Many schools lack adequate, experience librarians. Even librarians are investigating the state of library administration.

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