



SCHOOL LIBRARIANS IN MAHARASHTRA

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Abstract

(The paper describes role of the school librarian, analyzed the data collected about state board schools from Department of Education, Government of Maharashtra, with the parameters viz. number of schools with librarian – total schools with librarian in Maharashtra and Marathwada, managing body of schools with librarian, Category of the schools having librarian, It has been pointed out that only very few Private Aided schools have appointed librarian. Describes the recommendations of Chiplunkar Samit and GR based on it for appointment of school librarian, norms, qualifications and pay scale. The paper concludes with the remarks that In spite of reports given by various committees and commissions, Government Resolutions etc. very insignificant number of schools in Maharashtra as well as in Marathwada have appointed librarian.)



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1. INTRODUCTION

School library is a unique and essential part of a learning community. The school Library is a combination of library staff, collection and place. Each of them play important role to support teaching and learning. Being center of all activities of school, school library supports every student and teacher in their work. The effective school library can help in:

- Improving student outcomes – through collection, reading and learning activities.
- Place to welcome – being safe place and welcome users without any discrimination.
- Brings users and information together under one platform – being a matchmaker, school librarian helps users to get their required information.
- Develop reading interest among students by giving freedom to choose their own reading material as per their interest.

School librarian is important for a school library. He is inseparable part of curriculum, he is a teacher, he encourages lifelong reading and is responsible for promoting higher test scores and students retention rate. School librarians are expert in helping students to think, create, and grow. (NASSP, February6, 2020); are well versed with technology, keep users honest by teaching them avoiding plagiarism, make school library as an hub of all school activities, create safe space for users, teach pupil 21st century skills, build future citizens (Erin , April 18, 2019), expert in collaboration with teachers.



2. ROLE OF SCHOOL LIBRARIAN

School librarians are real teachers, they have knowledge and resources to help teachers and students in their day today work. They provide guidance to teachers as well as students in handling project works as well as research, have skills to provide literacy instructions, which has significant impact on student's improvement, help teachers to develop classroom library.

School librarian in collaboration with public libraries can arrange authors' visit to school, which can help in enrichment of curriculum, because students remember the visit and the message given by the author. School librarian can promote use of audio books to improve literacy.

Teachers can work with school librarian to find out STEM/STEAM projects and librarian himself can help to motivate and execute these activities; as now a day librarians have 'Maker Space' in libraries. Librarians may provide space for events and display of final projects.

The school library can be welcoming, playful and scholarly place because of sheer presence of librarian. This indicates that librarian is a vital part of the school and his services can be utilized nearly in all activities of the school. (Gal, 2019, October 30)

3. SIGNIFICANCE OF THE STUDY

Librarian in a school is important in digital environment because:

- Librarians are knowledgeable in Information and Communication Technology (ICT).
- Keep users' honest by teaching them how to avoid plagiarism, giving citations, copyright issues, fair use etc.
- Create 'Maker Space' for media literacy and media creation skills.
- Give freedom to users to perform experiments by making library a future classroom.
- Keep students connected to the past through information sources.
- Make library safe place for study and research.
- Teach 21st century skills to make students successful today as well as in future. Students visit library for writing codes, blogs, editing videos etc.
- Build future elite citizens by allowing students to choose their own reading material and teaching them real meaning of democracy (Erin, 2019, April 18).

There is a positive relationship between fulltime qualified librarian and scores on reading, writing and mathematics tests. Students feel comfortable with school librarian because of his personality and interest in them. He is considered as leader, teacher, co-teacher and in-service professional development provider, curriculum designer, reading motivator, technology teacher, trouble shooter and source of instructional support (Lance and Schwarz, 2012, October). School librarians are real champions of equity. In this context attempt has been made to whether the schools in Maharashtra as well as in Marathwada have appointed the librarian.

4. REVIEW OF LITERATURE

In the Pennsylvania study, it was found that with schools having full time qualified librarian, reading scores were consistently better for all grades of students (Lance and Schwarz, 2012, October).

Warren (2010) studied the appreciation of school librarian towards 21st century literacy, skills to be acquired, teaching methods that cultivate 21st century literacies and incorporation of these into the curriculum by using Delphi method. It was pointed out that school librarians welcome the changing situation, respond to new media, but have difficulty in accessing technology and maintaining expertise, limited funding for purchasing, training and maintaining current technology. The most important 21st century skills include finding information, analyzing



information as different from evaluating information, using information responsibly and ethically, collaborating with others and sharing information as well as using variety of technology. It was observed that IT has not been completely amalgamated into the syllabus. Due to paucity of finance and control technology, school libraries are helpless to use technology in their teaching which is affecting their views and perspectives regarding inclusion of technology in 21st century curriculum. Church (2007) in her research on Virginia elementary school principal's perspective about school librarian as a teacher and instructional partner. Elementary school librarian can initiate collaboration with classroom teachers can initiate collaboration with classroom teachers, teaching information literacy skills and raising principal's awareness of library's contribution to student learning. Joglekar (1983) Maharashtra (India) found that school librarians are being used as good as clerks while Prabhu (2016) Rajasthan (india) found that professionally the school librarians are not satisfied because scale and status.

Kumbhar (2013) Maharashtra (India) has designed and developed a plan for Childrens national science digital library. Mekala (2015) Kerala (India) found that if there is a qualified librarian and library with different types of resources it helps in dissemination of information as well development in reading habit of the school students.

School librarian is most distinctive and the most responsible human constituent of a school library. (Ranganathan, 1973). CILIP (2004) recommends that school librarian work in partnership with key internal and external partners to improve the quality of the school library.

According to School Library Manifesto((IFLA, 1999 updated up to 10 July, 2013), every school should have full time qualified librarian. Planning and administration of school library will be his responsibility. He should work in collaboration with school teachers as well as collaborate with local public libraries. The adequate support staff should be appointed to assist the librarian.

The norms suggested for secondary schools, clearly mentioned that there should be Library with computer facilities and professionally qualified staff. (CABE, 2005, p28).

Even though Flash Statistics, 2016-17 (India. Ministry of Human Resource Development. Department of School Education and Literacy, 2018) have given details of school of school librarian for state level but failed to give information at district level.

New Education Policy (2020) based on draft Education Policy 2019, has stated that all schools will get adequate physical infrastructure, facilities and learning resources. The infrastructure along with teaching materials necessary to teach students includes vibrant school libraries (p.125). The schools will be grouped in school complexes to enable sharing of resources man, money and material resources across schools. The material resources include laboratories and libraries.(p.162) The school complexes will ensure availability of all resources – infrastructure, academic (e.g.Libraries) and people. (India. MHRD, 2019). However it has not given clear cut guidelines for school librarian.

In India, Ranganathan (1973, 148-160), CBSE, (2014), Maharashtra (1994) have given staffing formula based on strength of students in the school. Various committees and commissions have pointed out that majority of schools are without librarian.

5. OBJECTIVES OF THE STUDY

Broad objective of the study was to study the status of school librarians. While specific objectives of the study were to:

1. Survey position of school librarians;
2. Find out presence of school librarian by management and category of schools.



6. SCOPE AND LIMITATIONS

Scope of the study is limited to eight districts of Marathwada i.e. Aurangabad division of Maharashtra state. The eight districts include Aurangabad, Beed, Hingoli, Jalana, Latur, Nanded, Osmanabad and Parbhani. Marathwada has CBSE, ICSE, State Board as well as the schools run by religious institutions. However present study has covered only State Board Schools.

7. METHODOLOGY

For present study documentary survey method was adopted. The data has been collected from Directorate of Secondary and Higher Secondary Education Department.

8. DATA ANALYSIS AND FINDINGS

Data was analyzed by using fixed variables

- Total schools with the librarian;
- Management of school;
- Category of schools;
- Norms for the post of school librarian;
- Qualifications and Pay Scales.

8.1. Total Schools with School Librarian

The data collected was analysed by the position of librarian as full time and part time in Maharashtra as well as in Marathwada for the year 2017-18, which is presented in table 8.1.1.

Table 8.1.1 Position of School Librarians in Maharashtra and Marathwada

Location	Total State Board Schools	Schools with Librarian	
		Full Time	Part Time
Maharashtra	109037	2068	1921
Marathwada	22118	263	194

It can be noted from the table 8.1.1 and figure 8.1.1 that of the total State Board Schools, only 3.66% and 2.07% schools respectively in Maharashtra and Marathwada had librarians. Of the schools having librarian 1.89% and 0.012% schools have full time and 1.76% and 0.009% schools have part time librarian respectively in Maharashtra and Marathwada. As per Secondary Education Commission every school should appoint professionally trained librarian on par with the salary scale of trained teachers and who is able to know information needs of students. For every school with 500 students a full time librarian is suggested. ((India. Ministry of Education , 1952). In spite of government efforts, number of schools having librarian is negligible.

8.1.1 Schools with Librarian in Marathwada

Further attempt has been made to analyze the data about librarian in each district of Marathwada, which is shown in table 8.1.1.1 and Figure 8.1.1.1. It can be observed from the table 8.1.1.1 and figure 8.1.1.1 that number of librarians in each district of Marathwada is very negligible



Fig.8.1.1 Schools with School Librarian

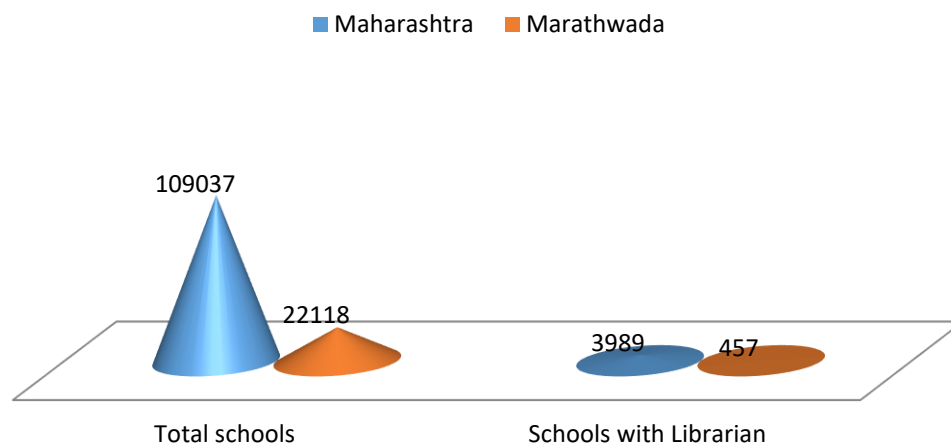
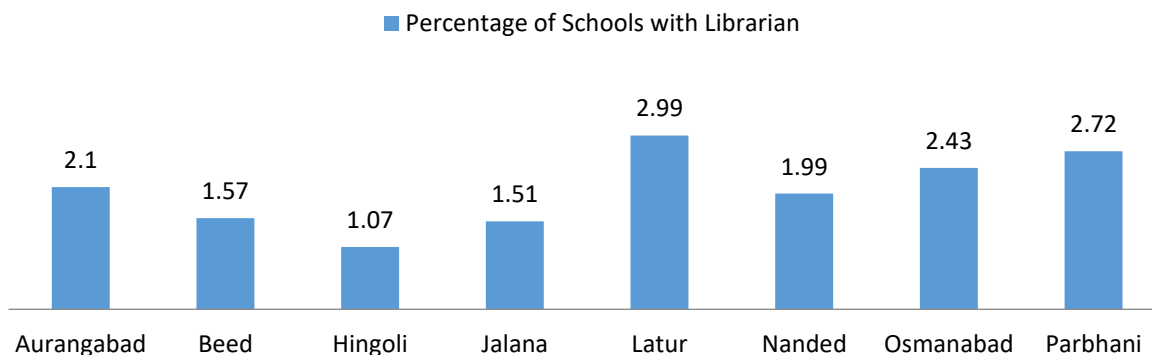


Table 8.1.1.1 Schools with School Librarian in Marathwada

District	Total Schools	Schools with Librarian	
		Full time	Part time
Aurangabad	4327	41	50
Beed	3681	40	18
Hingoli	1311	10	04
Jalana	2387	25	11
Latur	2672	42	38
Nanded	3762	53	22
Osmanabad	1848	23	22
Parbhani	2130	29	29
Total	22118	263	194

Fig. 8.1.1.1 Schools with Librarian in Marathwada





8.2 School with Librarian by Management

In the present case four types of major Managing Bodies are considered viz. Government includes Central, State Government, Local bodies (such as Zillha Parishad, Panchayat Samiti, Cantonment Board, Municipal bodies, Corporations, etc.). Private Aided schools managed by private trust but get grants from government; and Private Unaided are the private trusts not getting grant from government but are registered with concerned boards or councils. Others are schools run by individuals and other public sector undertakings, religious bodies etc.

Attempt has been made to collect the data for schools with librarian by Governing Body in Maharashtra and Marathwada. The analysed data is shown in table 8.2.1 and 8.2.1.1.

Table 8.2.1 Schools with Library facility by Management

Governing Body	Schools with Librarian			
	Maharashtra		Marathwada	
	Total Schools	Schools with Librarian	Total Schools	Schools with Librarian
Government	66750	0	13132	0
Private Aided	23307	3989	5003	457
Private Unaided	17888	0	3898	0
Others	1092	0	85	0

It can be observed from table 8.2.1 that in Maharashtra as a whole only private aided schools have appointed librarian. Of the total private aided schools in Maharashtra as well as in Marathwada only 17.11% and 9.13% schools had librarian. While the government, private unaided and other schools do not have librarian.

8.2.1 Schools by Management with Librarian in Marathwada

Attempt was further made to analyze the data by management of schools in each district of Marathwada and presented in table 8.2.1.1. In table 8.2.1.1 figures outside the bracket indicate number of schools, while figures in bracket indicate school with librarian.

It can be observed from the table 8.2.1.1 that only private aided schools have librarian while it is strange to note that government as managing authority no government school has the librarian, so also is the case of private unaided and schools run by other agencies. Of the total private aided schools in Marathwada the schools with the librarian are 9.71%, 7.86%, 6.73%, 10.14%, 8.77%, 8%, 9.89%, 12.58% respectively in Aurangabad, Beed, Hingoli, Jalana, Latur, Nanded, Osmanabad and Parbhani.

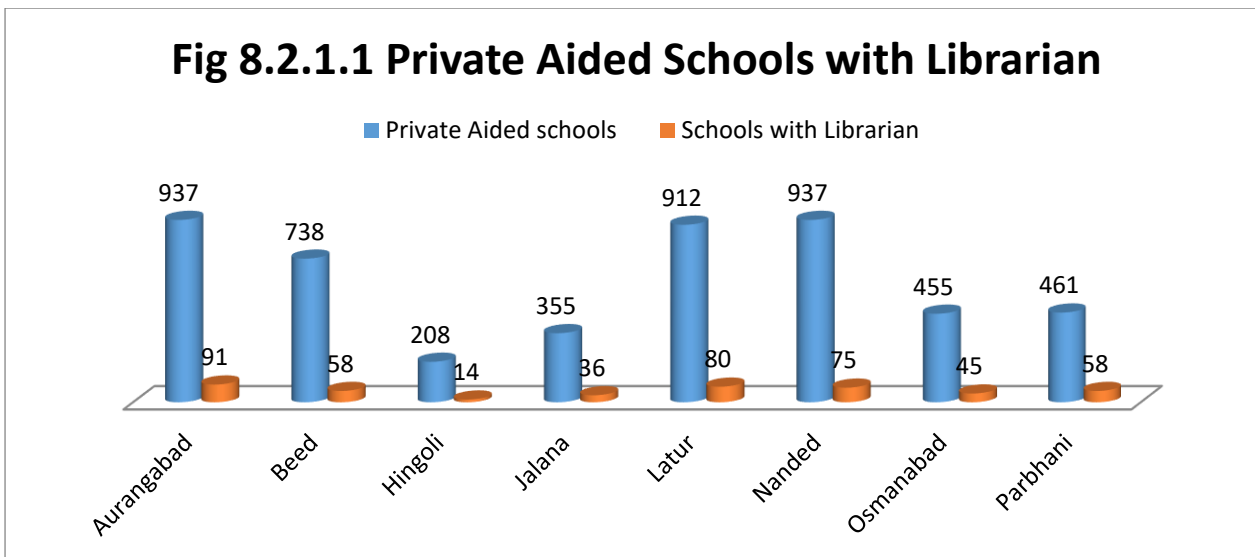
Table 8.2.1.1 Schools with School Librarian in Marathwada by Management: Districtwise Distribution

District	Government	Private Aided	Private Unaided	Others
Aurangabad	2196 (0)	937 (91)	1181 (0)	13 (0)
Beed	2548 (0)	738 (58)	391 (0)	04 (0)
Hingoli	891 (0)	208 (14)	196 (0)	16 (0)
Jalana	1568 (0)	355 (36)	444 (0)	20 (0)
Latur	1317 (0)	912 (80)	437 (0)	06 (0)
Nanded	2319 (0)	937 (75)	489 (0)	17 (0)
Osmanabad	1128 (0)	455 (45)	258 (0)	07 (0)



Parbhani	1165 (0)	461 (58)	502 (0)	02 (0)
Total	13132 (0)	5003 (457)	3898 (0)	85 (0)

Fig 8.2.1.1 Private Aided Schools with Librarian



As per Chiplunkar Samiti's report, Maharashtra Government issued a Government Resolution (GR) dated 28th June, 1994 wherein for the first time the post of school librarian was created in private aided schools as per the norms given therein. In all 284 full time and 940 part time librarians posts were sanctioned to private aided schools. In 2006 Maharashtra Government issued GR for the private aided schools, which have student's strength more than 1000 and where there is approved part time librarian in such 924 schools the part time librarian will be upgraded as full time librarian. However as per Maharashtra Government GR (September 01, 2018), the private aided schools have been sanctioned 2409 posts of full time librarian and 2322 posts of part time librarian. As per pay bill of August 2016, there were 1813 full time and 1615 part time librarians are working in the state. This indicates that 596 full time and 707 part time librarians posts are vacant. However as per GR dated 1st September, 2018 the 596 part time librarians will be upgraded as full time librarian as per the norms.

It can be further noted that Maharashtra Government does not have any policy for appointing librarian in Government schools and has no control over private unaided schools regarding appointment of librarian. Even the Government has not sanctioned the post of librarian to 100% Private Aided schools. It is really sorry state of affair that school librarian is not given due importance, while it is *sin-qua non* for development of future citizens.

8.3 Schools with Librarian by Category

As per the present Govt. of India policy the school system in India in general and Marathwada in particular has four levels: lower primary, upper primary, high and higher secondary schools. The lower primary school is divided into five "standards", upper primary school into three, high school into two and higher secondary into two. State government plays major role in development of primary, upper primary, high school and higher secondary education. Government is committed to ensure quality of education for all children. (Right of children to free and compulsory education act, 2009).

For the present study schools have been divided into Primary only (Standard 1-5), Upper Primary only (Standard 6-8), Primary with Upper Primary (Standard 1-8), Primary with Upper Primary and Secondary (Standard 1-10), Upper Primary with Secondary (Standard 6-10), Primary with Upper Primary, Secondary and Higher Secondary (Standard



1-12), Upper Primary with Secondary and Higher Secondary (Standard 6-12), Secondary with Higher Secondary (Standard 9-12), Secondary Only (Standard 9-10) and Higher Secondary only (Standard 11-12).

It was not possible to get the data of librarian by individual category of schools. However, in oral discussion with members of Maharashtra School Library Association it was noted that normally the post of librarian is sanctioned to High schools because rest of the schools do not full fill the criteria of students' strength. Which means the 3989 and 457 schools having librarian respectively in Maharashtra and Marathwada are providing education up to High School or Higher Secondary level and meeting the norms given by government of Maharashtra.

8.4 Norms for the post of Librarian

As per chiploonkar Samiti and Government GR dated 28th June 1994 and Government Resolution 25th November, 2005 the norms for the post of librarian are shown in table 8.4.1

In 25th November 2005 GR the condition was a school should have at least 100 students and number of books should be five times the number of students.

Table 8.4.1 Norms for the Post of Librarian

Norms (Student's strength)	GR. Dated 28 th June 1994	GR dated 25 th November, 2005
1001 - 1500	1 Part time librarian	
101 – up to 1000		1 Part time librarian
1500 & more	1 Full time Librarian	
1001 & more		1 Full time librarian

8.5 Qualifications for Librarian & Pay Scale

As per Maharashtra Government GR dated 13th May 2005, and as per 5th pay commission the qualifications and pay scale of librarian are given in table 8.5.1.

The GR of 25th November 2005, further states that if new post of Part time or full time librarian is to be sanctioned in the Private Aided schools then for first three years Rs.1500/- and Rs.2500/-honorarium will be given respectively for part time and full time librarian and thereafter the person will be eligible for regular salary of Part time or full time librarian as the case may be.

Table 8.5.1 Qualifications and Pay Scale of School Librarians in Maharashtra

Category	Qualifications	Pay Scale
Full Time Librarian	Graduate with Degree in Library Science	Rs. 4500-7000
Part Time Librarian	S.S.C., L.T.C.	Rs. 4000 - 6000

9. CONCLUSION

It can be concluded that very negligible number of schools have librarian. It is also clear fact that government authorities seem to be lethargic in appointing librarian in State Board schools. Because of Chiploonkar Samit's Report (1994) very few Private Aided schools have appointed librarian. It is a sad state of affair that schools attached to High Schools only can appoint librarian, this indicates that government is ignoring elementary schools for giving library facility with librarian. It is surprising that Government of Maharashtra does not have any policy of appointing



librarian in Government Schools. Without librarian the fate of future citizens will be in dark.

In spite of reports given by various committees and commissions, Government Resolutions etc. very insignificant number of schools in Maharashtra as well as in Marathwada have appointed librarian.

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