COLLECTION DEVELOPMENT OF THE SCHOOL LIBRARY IN HALDIA SUB-DIVISION REGION

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Abstracts:

Collection Development is an important process in creating and building a library collection. School library collection needs special attention as the type of users are of different age groups. In this paper wants to show the present scenario of collection development of 10 schools libraries located in Haldia Sub-division of the district of Purba Medinipur in West Bengal. It has been undertaken regarding evaluation of library collections in school libraries. Hence in this paper, researcher found it necessary to evaluate the collection development in school libraries.

Introduction:

School Library and Its Function:

The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving. It acts as a catalyst for literacy and reading and for teaching and to support inquiry learning. School libraries make a difference to students' understanding and achievement and provide support for teaching and learning throughout the school. The school library is an important part of the school community. The school library plays a key role in the cultural and social life of the school. It can be a central point for engagement with all kinds of reading, cultural activities, access to information, knowledge building, deep thinking and lively discussion.

School libraries have a number of critical functions / central roles, but perhaps the most important are:

- Promoting the love of learning.
- Supporting the school curriculum; expanding resources to support teaching and learning. It offers advice, professional development and knowledge of appropriate learning and teaching material, digital and non-digital, in traditional and emerging forms.
- Teaching media and information literacy skills, while at the same time thoughtfully introducing and integrating available information and communication technologies. This function includes supporting inquiry and ensuring that all learners are effective and ethical users and producers of information.
- Promoting literacy (on all platforms). The school library assists with literacy development and promotes the concept of reading as a pleasurable, voluntary activity, which contributes to an individual's quality of life.

What is Collection Development in School Library?

Collection Development is an important process in creating and building a library collection, be it in an academic, public or special library. School library collection needs special attention as the type of users are of different age groups. A child begins his education in school and gradually develops the skill to go further to become a successful person in his life. Development of school library collection should be done carefully with utmost care so that it can serve the requirements of different age groups.

A collection is developed to meet the curriculum outcomes of the school and to support literacy achievement and lifelong learning goals. This means that collection development serves the instructional goals of the school library program and the classroom teachers' curriculum. These collections don't just happen with everyone throwing in a few resources; they must be planned and developed by someone with training and expertise, not only in finding and acquiring quality resources, but in integrating those resources into the school's curriculum.

Collection Development Process in School Libraries:

Collection development involves several components which can be isolated and examined individually, but which works interdependently. At any point in time, the librarian and the support staff in the school library may be involved in several aspects of the process.

This process includes:

- **Analysis of the existing collection:** This is an ongoing process where the librarian assesses the gaps in the collection, identifies new curriculum that the Ministry is starting, as well as monitoring the current reading habits of students.
- **Identification of resource needs:** The specific items are identified as purchase needs. Many librarians keep a consideration file in which titles and subjects are listed for purchase when funds become available. Students and teachers are also approached and invited to make suggestions for purchase.

- **Selection of new resources:** This can be a time-consuming activity; reviews of current materials must be consulted and published lists examined. Many Ministries pre-select resources and librarians go to these sources. Librarians also consult journals which review materials and select materials from them. Factors to be considered are: reading level, durability of the resource, cost weighed against potential use, and authority of the text**.**

- **Acquiring the resources:** In most cases, resources are ordered directly by the school library and charged to the school library account within the school's main account. In some cases, Human Resource Department's ordering is possible as well. Direct orders through

national book distributors are also common practice. In any case, orders and their accompanying forms must be prepared and purchase orders sent.

- **Processing the newly acquired resources:** Once resources arrive, they are checked off against order forms and then a process of preparing the books for circulation begins. This involves stamping school names, assigning bar code numbers, retrieving MARC record information, entering the information into the school library's automated catalogue and taping and strengthening the resource to make it last as long as possible.

- **Circulating the resources:** This is often done with some fanfare as the librarian builds displays, announces new arrivals in the library and holds book talks to promote and encourage people to use them. Librarians will bring the resources to team meetings with grade levels to show teachers new materials that can be used for their curriculum.

- **Ongoing maintenance of the resources:** As resources are returned there are inevitable damages that are done to materials and so a system for maintenance and repair is established.

- **Withdrawing resources and renewing:** Weeding or de-selection is a big part of the process. As new knowledge is developed in different subject areas, many books need to be removed from the collection because the information they hold is longer the truth. This is quite common in science areas and even in geography as world maps can change quite frequently. Books are also removed because they are old and worn or because they are now considered sexist or racist. This often leads the process back to the beginning because once something is removed it is then identified as an area to be replaced in the collection.

    This brief explanation of each part of the process shows the importance of collection development and demonstrates how complex a process it can be. It is one that requires expertise and time to complete. If a librarian is not supported with clerical and library technician staff, then this work needs to be done by the librarian. This takes a teacher to be able to find the best learning resource that best facilitates particular learning outcomes. It takes a librarian to connect the school library collection to the school's instructional program.

Aspects of Successful Collection Development in School Libraries:

    Several key factors will make or break the collection development process.

- **Budget:** A school library collection will not be adequate without consistent and sufficient funding. If funds are limited, then it reinforces the need for even more attention to be given to collection development so that whatever funds are available are well spent and not foolishly allocated in non directed ways.

- **Staffing:** The size of the budget and the level of staffing are the bottom line for successful collection development. Without someone in charge of collection development bad choices

will be made, funds will be poorly used and the connections to the school's curriculum will falter.

- **School Library Committee:** It is strongly recommended that schools establish School Library Committees to help in building the whole role of the school library in the school's curriculum. Obviously, this committee can play a major role in collection development, community and parent communication and in setting instructional goals for the school library programs. It can advise the librarian on policies and procedures in the school library program, as well as providing input to administrators on issues affecting the school library.

- **Collection Development Plans:** Librarians are strongly advised to develop long-range collection development plans. It cannot be expected that the gaps in the collection will be filled all at once, nor will it be easy to predict the impact of damaged and weeded materials. That can be a goal to address with the budget that is allocated. Such planning removes the danger of simply spending money to buy whatever is left over from the Book Fair or from simply taking everything in a current box of materials from a book distributor. Selection means wise allocation of available funds for the maximum impact on student learning. Planning is essential.

- **Consideration Files:** Students and teachers need to be involved in the collection building process. They often come across great resources and see them as something to be added to the collection. These are strong recommendations because teachers will see immediately the connection it would have to their programs and students will quickly spread the word about a new resource they think is rather great. That is why librarians keep Consideration Files where ideas for future purchases are stored and then examined at the time when a new order is quite coming in. They may or may not be purchased at that point, but they are there for consideration.

- **Bang for the Buck:** Every librarian has a kind of guiding principle that helps in making selection decisions. "How many uses can we make of this resource?" The more uses it has in a school, the more likely it will be considered for purchase. Librarians know funds are limited and they spend wisely.

- **Weeding or de - selection:** Librarians, hate to throw out resources. At the same time many of the resources in the library contain information that is no longer true and so it must be taken out of the collection. So weeding is a critical part of the process and is one that often is left to languish if there is no librarian leading the collection development process.

Statement of the Problem:

Library collection forms an integral part of learning and teaching in a supportive school environment and it is essential for schools to develop an extensive approach in selecting resources. Accountability for the quality and relevance of the school library collection rests with the library committee. A well-developed school library collection is achieved if selection is a collaborative operation involving the librarian, key staff members and students. The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to

users. Evaluations should be made to determine whether the collection is meeting its objectives, how well it is serving its users, ways in which it is deficient and what remains to be done to develop the collection. Evaluation of a school library is important for a number of reasons. It provides information about internal functions such as budget justification, decision making, and resource allocation. It can help determine whether the collection is meeting the outcome that is expected to achieve, such as improving the weak portions of the collection and enriching the strong.

There is very less papers done especially on collection development in school libraries. A preliminary survey of the literature reveals that no significant research study has been undertaken regarding evaluation of library collections in school libraries. Hence in this paper, researcher found it necessary to evaluate the collection development in school libraries.

Objectives of the Study:

The objectives of the study are -
* To evaluate the core collection of documents in the School Library.
* To determine the adequacy of library collections to support the curriculum.
* To ascertain the collection development policy in the Education System.
* To find out the contribution of teachers and students in collection development of School libraries.
* To evaluate the satisfactory level of teachers and students in school with respect to library collections.
* To find out the growth of collections in the School libraries.
* To suggest practical ways to improve the library collection in the School libraries.

Methodology and Scope of the Study:

The survey method is used for collection of primary data. The study is purely based on primary data collected from school under Haldia sub division located in West Bengal. . I chose 10 schools located at Haldia Sub-division in the district of Purba Medinipur in West Bengal for study. A total of 10 questionnaires were made for the librarians for data collection.

The data and information collected from the librarians of the school of the period from 2012 to 2016. For this purpose a well designed questionnaire was prepared. Questionnaire and personal interviews were used for data collection. The research methodology constitutes the blue print of data collection, measurement and analysis of data. It is the overall operational pattern or framework of the research that stipulates the kind of information to be collected from the sources, used by the researcher including the procedures and type of analysis done.

Literature Review:

There is a wealth of information in the literature concerning school libraries, their functioning and development. However, school libraries in most developing countries cannot be fairly compared to those in developed countries due to many defects related to school library management, policies, financial allocations, collections, space availability, training facilities and qualified staff as presented by researchers.

Bani K. Sinha, Richard C. Clelland (1976) made this paper presents a general model for approaching the problem of control of the active collection of a library through the acquisition and weeding processes. It assumes that age of book and size of holding are important in this process and recognizes constraints related to shelf space and the acquisitions budget. It then discusses three special cases of the model with shelf space the binding constraint as well as certain empirical work that tends to support a negative exponential form for demand as a function of age.

Gerhard Reinelt (1991) discussed This paper contains the description of a traveling salesman problem library (TSPLIB) which is meant to provide researchers with a broad set of test problems from various sources and with various properties. For every problem a short description is given along with known lower and upper bounds. Several references to computational tests on some of the problems are given.

Alain R. Lamothe (2013) reported this paper presents the results of a quantitative and systematic investigation exploring online e-book usage at the J.N. Disarrays Library of Laurentian University over a 9-year period. The size of an e-book collection was determined to show evidence of an extremely strong relationship with the level of usage e-books experienced. Of all factors examined during the course of this study, it was the size of the collection that exhibited the strongest association to usage levels and would suggest just how important the size and content of a collection can be to patron acceptance and utilization. Of all student academic levels, doctoral students exhibited the strongest relationship with e-book usage, while undergraduate students showed signs of the weakest. Faculty demonstrated the overall weakest relationship with e-book usage.

Chun Keat Yeap, KiranK (2017) introduced This study applies citation analysis method to examine the use of information resources by students of the Master in Library and Information Science (MLIS) at the University of Malaya in preparing their dissertation. References from a sample of 40 MLIS thesis from the period 2000-2005 were examined for: year of publication; author; source title; bibliographic format; language; subject category; and place of publication. Core journal titles are compared with Journal Citation Report (JCR) listing and also for availability at the University of Malaya Library. The study shows that journals and books are still the most used sources for information and there is a steady increase in the use of electronic media by Library and Information Science (LIS) researchers. Authorship pattern indicates preference for single authored works. This study serves as a baseline indicator of resources used by LIS researchers. It can be utilized by librarians to focus on collection development to support research needs.

As all the above authors highlighted, a common characteristic of these schools is shortage of funds and resources. In addition, the scarcity of training facilities for school librarians, unhealthy atmosphere, apathy in authorities and unavailability of dedicated officers in authorized government bodies to oversee school libraries greatly affect development of the school library sector.

Analysis of the Data:

The raw data collected through the questionnaire were thoroughly organized and inspected for accuracy and completeness. The raw data were entered into a Microsoft Excel spreadsheet and analyzed and interpreted using simple statistics.

. **General Information:**

Year of Establishment:

The establishment year of the 10 schools in Haldia Sub-division in the district of Purba Medinipur in West Bengal under the study are presented in the following table. The data are presented from the year of establishment of school till date in a decadal break-up.

Table: 1. Year of Establishment

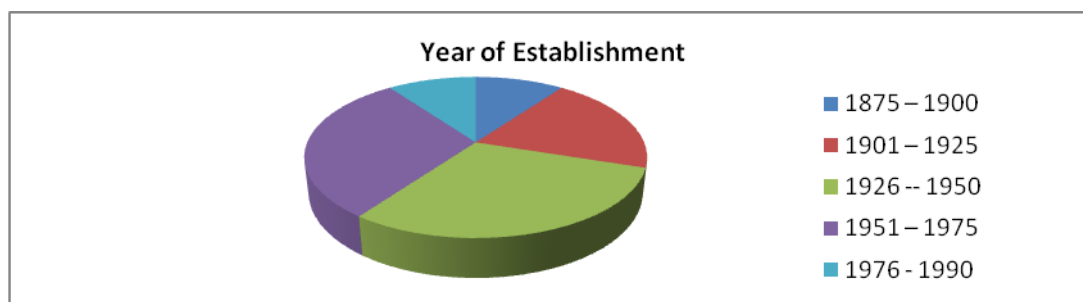| Sl.No.	Year of Establishment	Frequency	Percentage	Cumulative
1.	1875 – 1900	1	10	10
2.	1901 – 1925	2	20	30
3.	1926 – 1950	3	30	60
4.	1951 – 1975	3	30	90
5.	1976 – 1990	1	10	100

Figure: 1. Year of Establishment

It is observed from the table: 1. that one (10%) of the schools was established before 1875 and 1900. Two (20 %) schools were established between 1901 and 1925. Three (30 %) schools were established between 1926 and 1950, three (30%) school was established between 1951 and 1975 and one (10 %) schools were established after 1990.

The data reveals that majority of the school (60.6 %) were established between 1875 to 1950. A significant growth rate is found in that period and the maximum numbers of school were established during that period. A steady improve in establishment of school is seen in the decadal period1875 – 1990 (Figure: 1.).

Students Strength

Table: 2. presents the students strength in the school during the period of study.

Table: 2. Students Strength

S.No.	No. of Students	Frequency	Percentage	Cumulative

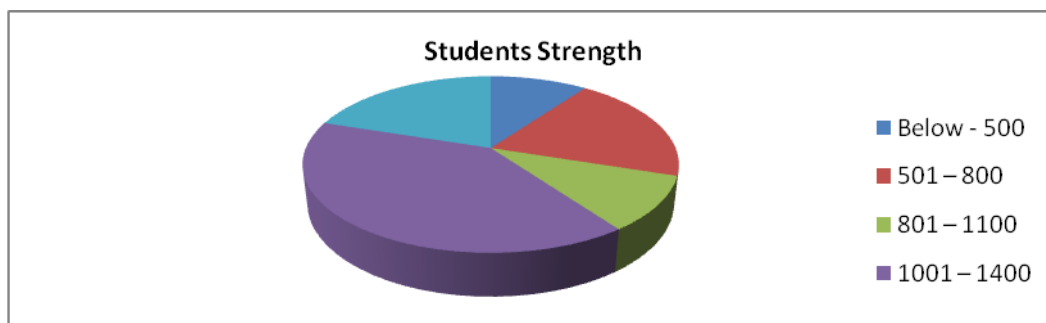| 1.	Below - 500	1	10	10
2.	501 – 800	2	20	30
3.	801 – 1100	1	10	40
4.	1001 – 1400	4	40	80
5.	1401 – 1700	2	20	100

Figure: 2. Students Strength

Table: 2. reveals that majority 4 (40%) schools have strength of 1001 to 1400 students. It is also observed that 1 (10%) schools have strength below 500.

It is clear from the Table: 2. that the majority of the schools have their students' strength in the range of 1000 to 1400 (Figure: 2.).

Teacher Strength:

Table: 3. Teacher Strength

S.No.	No. of Teacher	Frequency	Percentage	Cumulative
1.	15 – 25	3	30	30
2.	26 – 35	3	30	60
3.	36 – 45	1	10	70
4.	46 – 55	3	30	100

Table: 3. reveals that majority seven (70 %) schools have strength of teachers. It is also observed that three (30 %) schools have less strength.
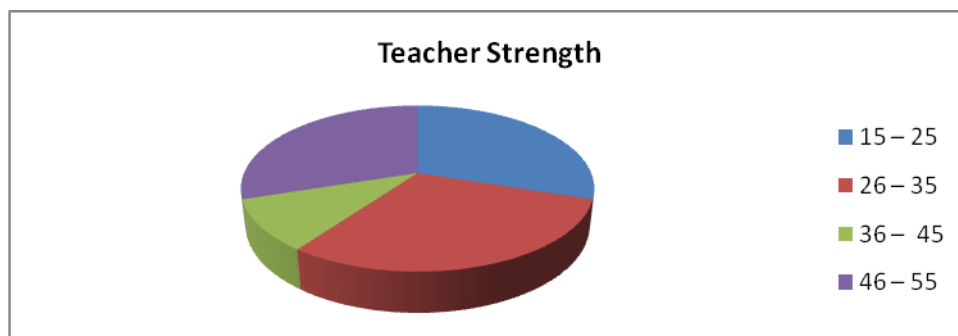
Figure: 3. Teacher Strength

Librarians and their Qualification:

Table: 4. shows the detailed qualification of librarians working in the school in Haldia Sub-division in the district of Purba Medinipur in West Bengal.

Table: 4. Qualifications of the Librarians

S.No.	Qualification	Frequency	Percentage	Cumulative
1.	BLIS.	5	50	50
2.	MLIS.	3	30	80
3.	MPHIL.	2	20	100
4.	PHD.	0	0	100

Table: 4**.** reveals that among the total respondents the highest number of respondents 5 (50%) are graduates. It also reveals that 3 (30%) of the respondents are post graduates and 2 (20%) are librarians had completed their M.Phil.

 The analysis of the Table: 4. reveals that majority of the Librarians are qualified and hold minimum Graduate in Library and Information Science.

Collection Development in School:

Library collection is an essential part of learning and teaching in a supportive school environment. Every library should have books for student. Every library should develop a representative collection of multimedia in different formats (Data discs, Audio CDs. Video CDs, DVDs).

Table: 5. Collection Development in School

Sl.No.	Name of school	Text Book	Reference	Multi-Media Resources	Non-Book material	Total Collection
1.	Barghasipur High School	253	412	4	16	685

2.	Debhog SCM Vidyapith	3725	1175	16	34	4950
3.	Haldia Govt. Sons. V. Vidyapith	1327	673	12	28	2040
4.	Chakdwipa High School	3026	1224	18	26	4294
5.	Haldia High School	373	627	12	32	1044
6.	Haldia Punarbasan Vidyaniketan	341	674	8	22	1045
7.	Doro Sovarampur High School	1765	2235	6	24	4030
8.	Bhupatinagar T High School	2218	3782	14	44	6058
9.	Geondab Panchanan SM Vidyaniketan	200	475	4	20	699
10.	Barsundra High School	720	1280	9	18	2027

Book Collections :

a. Text Books

Table: 5. reveals that Debhog Shyama Charan Milan Vidyapith has the highest textbook collection with 3725 textbooks, Barghasipur High Schoolhas 253 text books, Haldia govt. Sons. Vivekananda vidyapithhas 1327 textbooks, Chakdwipa High Schoolhas 3026 books, Haldia High Schoolhas 373 textbooks, Haldia Punarbasan Vidyaniketanhas 341 textbooks, Doro Sovarampur High Schoolhas 1765 textbooks, Bhupatinagar Trilochan High Schoolhas 2218 textbooks, Barsundra High School has 720 textbooks and the Geondab Panchanan Smriti Milan Vidyaniketan had the lowest collection with 58 textbooks.

b. Reference Books

The Bhupatinagar Trilochan High Schoolhad the highest collection of reference books with 3782 of reference; the Debhog Shyama Charan Milan Vidyapith had 1075 reference books, the Haldia Govt. Sons. Vivekananda vidyapithhad 673 reference books, the Chakdwipa High Schoolhad 1224 reference books, the Haldia High School had 627 reference books, the Haldia Punarbasan Vidyaniketanhad 674 reference books, the Doro Sovarampur High Schoolhad 2235 reference books, the Geondab Panchanan Smriti Milan Vidyaniketan had 475 reference books, the Barsundra High School 1280 reference books and the Barghasipur High School had the lowest collection with 412 books in their reference books collection.

Multimedia Resources

It was found that the Chakdwipa High School had the highest collection with 18 multimedia resources, Debhog Shyama Charan Milan Vidyapith has 16 multimedia resources, Haldia govt. Sons. Vivekananda Vidyapith had 12 multimedia resources, Haldia High School had12 multimedia resources,Haldia PunarbasanVidyaniketanhad 8 multimedia resources, DoroSovarampur High Schoolhad 6 multimedia resources, Bhupatinagar Trilochan High School had 14 multimedia resources, Barsundra High School had 9 multimedia resources, Barghasipur High Schooland Geondab Panchanan Smriti Milan Vidyaniketan had the each lowest collection with the 4 multimedia resources.

Non-book Materials

Debhog Shyama Charan Milan Vidyapithtops the list with 35 non book materials, Haldia govt. Sons. Vivekananda vidyapithhas 28 non book materials, Chakdwipa High Schoolhas 26 non book materials and Haldia High Schoolhas the lowest with 32 non book materials. Haldia Punarbasan Vidyaniketanhas 22,Doro Sovarampur High Schoolhas24non book materials, Bhupatinagar Trilochan High School has 44 non book materials, Geondab Panchanan Smriti Milan Vidyaniketan has 20non book materials, Barsundra High School has 18 non book materials and the Barghasipur High School had the lowest collection of 16 non book materials.

Role of Book Exhibitions for Selection of Book:

Book fairs play a great role in encouraging the reading habit among people of all age groups. There are many good reasons to host a book fair in schools.

  • Book fairs give children a motivation to read by offering them a wide selection of books to choose from.
 • They help raise money for the school library and reading programs.
  • They give teachers and the school library committee a chance to see and buy books they might want for their library.

Table: 6. shows the number of schools conducting book fair in their school for their books selection process.

Table: 6. Book Exhibition

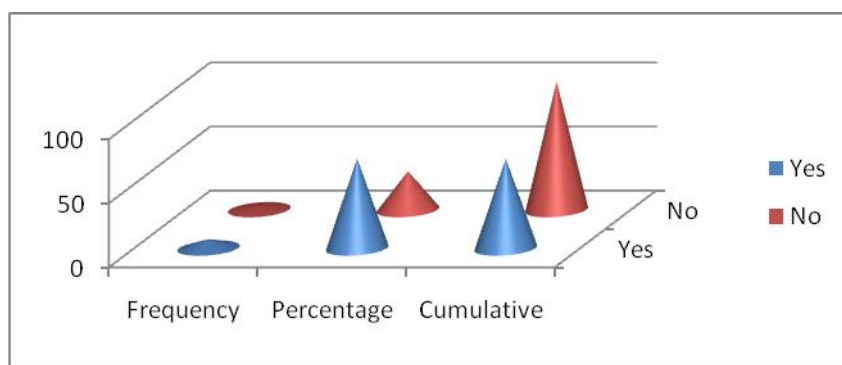| S. No.	Conducting book Fair	Frequency	Percentage	Cumulative
1.	Yes	7	70	70
2.	No	3	30	100

Figure: 4. Book Exhibition

Table: 6. shows that 7 (70%) of schools conduct books fairs which enable book selection for their libraries. Only 3 (30%) schools do not conduct book fairs in their school.

It is evident from the above Table 4.6 that book fairs are common phenomena through which book selection is made by majority of the school libraries of West Bengal (Figure: 4.).

Sources of Book Purchase:

Books may be purchased for a school library through various sources. It depends on the time, cost, availability in the local book store etc. Every library would have a popular and primary source for book purchase. The popular sources are

- Local Bookshop
- Books Exhibitions / Book fair
- Online book sellers
- Publishers

Table: 7. presents the data on preferred source of book purchase by the school libraries.

Table: 7. Primary Source of Book Purchase

Sl.No.	Primary Source	Frequency	Percentage	Cumulative
1.	Book Shop	5	50	50
2.	Book Exhibition	3	30	80
3.	Online Book Sellers	0	00	80
4.	Direct from Publishers	2	20	100

Figure: 5. Primary Source of Book Purchase

It is observed from the above table: 5**.** that book shops remained the most favourite source of book purchases for the school libraries, 5 (50%) school purchase books from bookshops. 3 (30%) school prefer book exhibitions for making their purchase for their libraries. 2 (20%) school prefer to purchase directly from the publishers.

It is clearly seen from Table 4.7 that book shops are the primary source of book purchase for the school libraries (Figure: 5.).

Frequency of Library Visit:

The frequency of library visit by 405 teachers and 606 students of 10 schools in Haldia Sub-division in the district of Purba Medinipur in West Bengal.are discussed in the table: 8..

Table: 8. Frequency of library Visit by Teachers and Students

S.No.	Frequency	Teachers		Students	
		No. of Respondents	**%**	**No. of Respondents**	**%**
1.	Daily	123	30.7	36	5.9
2.	Once in a Week	98	24.1	344	56.7
3.	Twice in a Week	108	26.6	187	30.8
4.	Once in fortnight	22	5.4	5	0.9
5.	Occasionally	48	11.8	34	5.7
6.	Never	6	1.4	0	0
	Total	405	100	606	100

Analysis of table: 8. reveals that 123 (30.7%) teachers visit the library daily, 108 (26.6%) teachers visit the library twice in a week, 98 (24.1%) teachers visit the library once in a week. 48 (11.8%) teachers visit the library occasionally, 22 (5.4%) of teachers visit the library once in a fortnight and 6 (1.4%) teachers never visit the library.

With regards to students 344 (56.7%) of students visit the library once in a week, 187 (30.8%) of students visit the library twice in a week, 36 (5.9%) of students visit the library daily, 34 (5.7%) of students visit the library occasionally and 5 (0.9%) visit the library once in a fortnight.
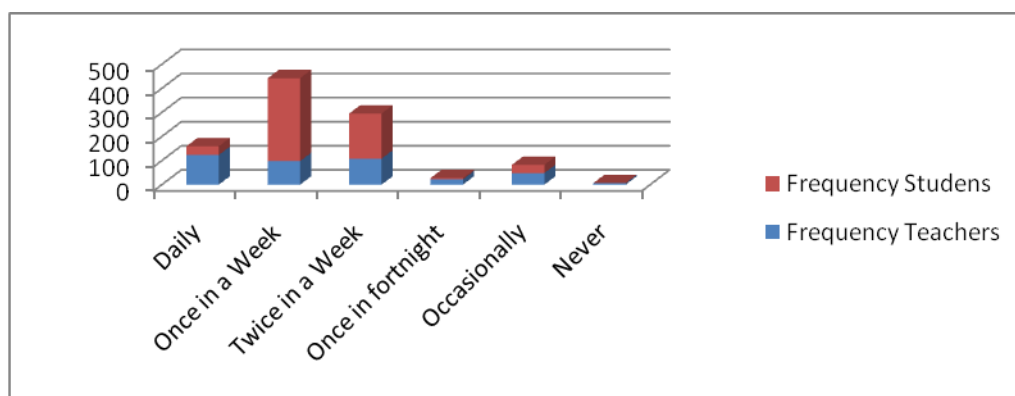

Figure: 6. Frequency of library Visit by Teachers and Students

It is clear from the above table: 8. that majority of the teachers make use of the library services. More than 81.4% of the teachers visit the library at least once in a week. It is also revealed that majority of the students visit the library at least once in a week (Figure: 6.).

System of Library Function:

A library classification system is the way that books, DVDs, and other items are placed in order on the shelf. Libraries use classification systems to organize library materials so they can be

easily found. These systems organize items of the same subject in the same area of the library. Three systems commonly used in the India are

- Colon Classification (CC)
- Dewey decimal classification (DDC)
- Universal Decimal Classification (UDC)

The following table: 9. shows the classification system followed in the school libraries of West Bengal.

Table: 9. Classification System of Books

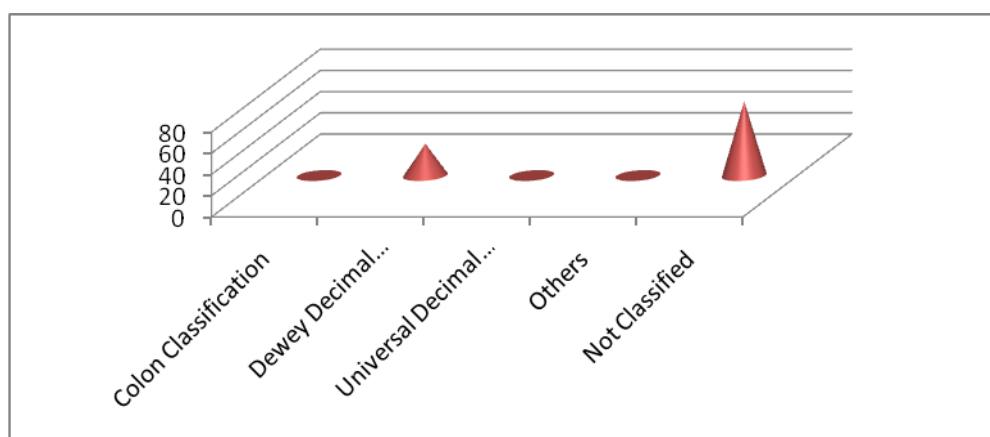| SI.No.	Classification System of Books	Frequency	Percentage	Cumulative
1.	Colon Classification	0	00	00
2.	Dewey Decimal Classification	3	30	30
3.	Universal Decimal Classification	0	00	30
4.	Others	0	00	30
5.	Not Classified	7	70	100

Figure: 7. Classification Systems of Books

It is observed from the above table: 9**.** that the Dewey decimal classification is the most sought after classification system with 3 (30%) schools using it. None of the schools is using the Colon Classification (Figure: 7.)

It is evident from the above table: 9. that any classification scheme not is used in the majority of the school libraries.

Status of Automation of the Library

The term 'Library Automation' is being used widely to mean the application of computer to execute some of the conventional library activities such as acquisition, cataloguing, circulation, stock verification etc. The following table shows the status of automation in the school libraries.

Table: 10. Automation of the Library

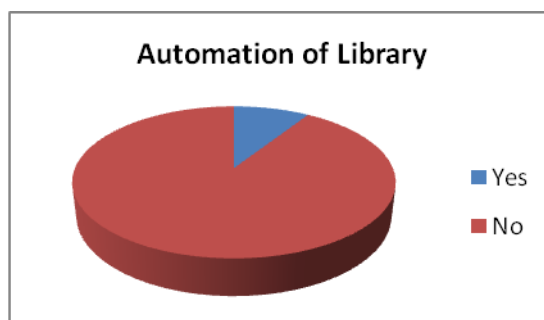| Sl. No.	Automation of Library	No. of Schools	Percentage
1.	Yes	1	10
2.	No	9	90
	Total	10	100

Figure: 8. Automation of Library

It is observed from the table: 10. that 9 (90%) schools had not automated their library activities except 1 (10 %) school which has automated its library activities. It is inferred from the above Table: 10. that majority of the school had not automated their libraries functions.

Findings and Conclusion:

Finding:

- o **Textbooks**: Debhog Shyama Charan Milan Vidyapith has the highest textbook collection with 3725 text books and, the Geondab PanchananSmriti Milan Vidyaniketan had the lowest collection with 58 textbooks
- o **Reference Books**: The Bhupatinagar Trilochan High School had the highest collection of reference books with 3782 of reference books and Barghasipur High School had the lowest collection with 412 books in their reference books collection.
- o **Non-book materials:** Debhog Shyama Charan Milan Vidyapith tops the list with 35 non book materials and the Barghasipur High School had the lowest collection of 16 non book materials.
- o **Multi-media resources:** It was found that the Chakdwipa High School had the highest collection with 18 multimedia resources and Barghasipur High School and Geondab PanchananSmriti Milan Vidyaniketan had the each lowest collection with the 4 multimedia resources.
- o **Librarians:** Majority of the Librarians are qualified and hold minimum Graduate in Library and Information Science
- o **Library Visit:** Majority of the teachers make use of the library services. More than 81.4% of the teachers visit the library at least once in a week. It is also revealed that majority of the students visit the library at least once in a week.
- o **Book Purchase:** Book shops remained the most favourite source of book purchases for the school libraries, 5 (50%) school purchase books from bookshops. 3 (30%)

school prefer book exhibitions for making their purchase for their libraries. 2 (20%) school prefer to purchase directly from the publishers

- o **Classification System of Books:** Any classification scheme not is used in the majority of the school libraries.
- o **Maintanance:** The majority 1 (10%) schools had automated their library activities except 9 (90 %) school which has not automated its library activities.

Conclusion:

Evaluation is a component of developing a good collection in any library. It should be done periodically to assess whether it meets the needs of the students and teacher and as to whether it supports the syllabi and curriculum. Regular evaluation of the collection would guide the librarian and administrators in funding and selection decisions. It lets the administrators know how beneficial a resource is for the teachers and students. By the knowledge gained proper collection planning can be done for acquiring resources to fill the gap if any in the present collection.

School libraries have traditionally been designed as large rooms for the storage of materials for research and pleasure reading. Now we have to focus our attention on digital acquisitions the need for storage and shelves will naturally diminish while the need for space in which students experiment, create and explore will increase. Librarians should make sure their programs are student-cantered and focus on learning, making, and creating rather than resource cantered programs that focus on protecting materials in the room. It is also extremely important for the librarians to collaborate with the school community to make sure the program fit the needs of the learner and that the digital purchases fit seamlessly with the available technology.

Library has to be well designed and the program should befit the school community, the room should serve as the hub of the school and should buzz with activity, noise, and the messy business of learning. More multimedia resources can be made available in the school libraries in West Bengal. E-books are not available in majority of the school. The librarians should take steps to acquire more e-resources and cater to the needs of the students to make the learning activity a pleasurable experience.

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