

Evolving a Library Resource Support Group : A Study Report

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Chapter 1

Introduction

A Library programme is often seen as an important component of any educational initiative. It is common for most groups to plan and implement a library component as part of their initiatives and make budget allocations for it. This naturally calls for a closer examination of our perspective, design and implementation of such library programmes. We assume that any attempt to provide interesting books to children will (a) give them a live experience of joy of reading, (b) develop a lifelong habit of reading in them and (c) lead to better learning.

There is a rich experience of developing and running a variety of library programmes across various groups in the country. These resources can serve as a good basis for analyzing and learning in

order to make the library interventions more effective. Beginning with an examination of the varieties of perspectives and contexts, we stand to gain in devising better implementation strategies. Recording, articulating and communicating these experiences can play an important role in developing a new generation of library workers and leaders who can take these initiatives forward in a more effective manner.

With these thoughts in mind, the Vidya Bhawan Society was happy to seize the opportunity provided by the support of Navajbai Ratan Tata Trust to conduct a study and share the findings with the groups being supported by the Trust to run library programmes.

Chapter 2

Debates and discourses have continued on "how library can become an integral part of our education system". In the series of these discussion and debates, Vidya Bhawan Society, Udaipur had organized a seminar titled "School Library and Reading" in October, 2008. In the seminar a shared concern was that even after acceptance at policy level we have not been able to develop libraries and culture of reading up to the desired level. While library should be treated as an important and integral part of education, it is used just to fill the free periods in most of the schools. Given the overwhelming pressures of examinations based on known questions and answers, there is no room for a student to use libraries for knowledge exploration.

In the seminar, questions were raised regarding selection and publication of books. Libraries should not be considered just as a collection of books but should be an interesting, vibrant and dynamic place. Generally children belonging to the middle class family are exposed to books and print material. But other children do not have books and other materials to read or interact with and as a forum we need to do something for this unprivileged section of community.

Background to the Study

The major question posed was, "what can schools do in this regard?" This matter becomes more serious as our schools do not provide enough space to children for comprehension, discourse and reflection along with reading. Merely having a library is not enough. From selection of appropriate books to integrating library use with teaching and classroom exercises and evaluation, attention is needed at all fronts. Since necessity results in usability, we need to create a demand for library in our education system. In his keynote address, Krishna Kumar also emphasized the role of library in education system by saying "...if we want libraries to be essential for our culture, society, education, and school system, we need to move forward very consciously".

School library has always been a part of policy recommendations by different commissions on education. NCF 2005 suggests

"The school library should be conceptualized as an intellectual space where teachers, children and members of the community can expect to find the means to

deepen their knowledge and imagination. A system of cataloging Books and other materials available in the library needs to be developed so that children can become self-reliant library users."

Gijubhai looks on the library as a compulsory aspect of education. He says that a book itself is a teacher and the library a school. The school provides access to resources of knowledge whereas library provides means for self education. In all of its forms, either in school or out of school, library is an effective means of learning. For library to become an effective part of our teaching strategy, it must be well organised in its collection of books, structure and management.

The most important aspect that vastly influences the existence, continuity and usability of a library is "what is our relation with books and library". It is important to think about how we can make use of library and why it is a necessity in development and learning of children.

Although we all have several thoughts and experiences, there is a need to share and discuss it in a general forum for the general growth of library as a movement. To facilitate this requirement, forming a Library Resource Support Group has been conceptualized. This group is expected to provide a forum for discussion on associated thoughts and ideas to aid stepping up our work.



Chapter 3

The Study

The main aim of formation of a library resource support group is to provide a platform for an effective dialog between different groups working in the field of library. In this forum they can exchange their experiences and work more effectively to achieve the goal. It is important to analyze the organization and functioning of various library groups including the perspective, structure, available books, training and orientation of the library workers, different activities carried out in it, etc.

A small study was conceptualized and conducted by Vidya Bhawan Education Resource Centre, Udaipur to understand the above mentioned points. The sample of the study consisted of the library groups funded by NRTT, along with the libraries in Vidya Bhawan schools and some other libraries as well. A detailed description of the groups contacted for the study can be found in the annexure.

3.1 Objectives of the exercise:

- 1) To collect information from different groups and simultaneously to start a dialog between them.
- 2) To discuss the collected information and experiences in a collective group.
- 3) On a basis of the discussions during the study, formulate the concept of library resource group.

3.2 Tools

A combination of questionnaires, field visits and a final collective meeting of all groups was chosen for conducting the study. It took place in the following phases:

Phase I: As VB society is running its own schools as well as mobile libraries in Udaipur, these were chosen as the starting observation points in the design of the questionnaire. The VB school libraries were observed in terms of the library structure, functioning and activities under progress. A questionnaire was developed based on the experience gained by this observation and discussion with relevant persons. This questionnaire was piloted in the VB schools and also some schools in the urban slums of Udaipur and modifications were made in it wherever needed. The initial questionnaire was in Hindi which was translated into English on finalization after piloting.

The developed questionnaire included the following points to obtain maximum information on libraries: *(The complete questionnaire can be found in the annexure)*

- Information about the organization running the library programme,
- Nature of the library programme (audience/ work area/ objectives/ management)
- Status of the libraries (inception year/ timings/No. of books, members/ location)
- Type of reading material and its selection
- Information on the library workers (their selection/trainings/ expectations)
- Studies done on functioning/ impact of the library programme
- Financial implications of running the library programme
- Information about children/readers and participation of other stakeholders (parents/community and school)
- Record keeping – means and methods

Phase 2: Visits to different groups being funded by NRTT – As the type of information that can be obtained from a questionnaire is limited, a pair of observers from ERC (different for different library groups) visited certain chosen organizations in order to interact more closely with the workers of the groups and *(Workshop Agenda is attached as Annexure-3).*

see functioning libraries. The team of observers underwent a half day orientation to acquaint them with the task. The objective was not to verify the information obtained through the questionnaires, rather keenly observe and try and gain some insight into the work and if possible identify some unique features.

Phase 3 – Based on the experiences of phase 1 and 2, organization of a three day workshop for the purpose of networking, interaction and brainstorming on the need for library resource group. The workshop was organized at Vidya Bhawan Society, Udaipur from 16-18 June 2011, in which around 44 participants in all from different library groups and VBS took part.

The workshop was structured in a manner where participants could work in small groups or collectively, share experiences with each other, discuss important issues related to their work and then can develop a common understanding of a "good library" programme. The workshop was centered on the questions of role of books and library in learning of children and how can we make use of this understanding in our work. What can be the objectives of a library programme? What is a good library, what are different parameters of it? etc. are the questions around which the workshop sessions were structured.

3.3 Study Sample

After discussing at length within the VBERC group, the final questionnaire was sent to twenty different organizations. The participating organizations were requested to send back the same with their response on all the questions. Some of the participating organizations where subsequently visited in order to get a

deeper understanding of the nature of their work. During the course of the visit, we interacted with the persons working in the field as well those conceptualizing the programme to get an overall picture of the work done in the different interventions.

Table 3.1 gives a summary of how we obtained our information:

Table 3.1

S. No.	Name of Organization	Questionnaire Received back	Visit
1.	Muskan, Bhopal	✓	✓
2.	Samavesh, Bhopal	✓	
3.	Eklavya, Bhopal		✓
4.	QUEST, Thane	✓	✓
5.	Nandi Foundation, Shopur, M.P.	✓	
6.	Pragat Shikshan Sanstha, Pune		✓
7.	Bombay Community Public Trust, Mumbai.	✓	✓
8.	Kalika Samradhi Upkram, Yadgir.	✓	✓
9.	Hippocampus, Bangalore.	Website	
10.	Lokmitra, Riabareli, U.P.	✓	
11.	District Education Research Center, Chamrajnagar.	✓	✓
12.	Vishwa Bharti Vidyodaya Trust, Tamil Nadu.	✓	
13.	Seva Mandir, Udaipur.	✓	✓
14.	Vidya Bhawan Schools	✓	✓
15.	Vidya Bhawan QUEST Project Schools and Mobile Library.	✓	✓
16.	Aga Khan Foundation, New Delhi.	No response	
17.	USRN – IHE, Delhi.	No response	
18.	Palakneeti Pariwar, Pune	No response	
19.	Room to Read India, Delhi.	No response	
20.	Digantar, Jaipur.	No response	

(Work area of organizations is attached as an Annexure).

3.4 Methodology and Limitations

The information and experiences obtained from both the questionnaires and observation reports were collated and discussed within the VBERC team. This discussion led to the realization that the responses had to be categorized not just on the basis of the questions asked but also on the basis of issues. Further, it was decided that the focus of the workshop would be on questions that revolve around one of the following categories:

- Models of library
- Library experiences and efforts for betterment.
- Role of library in children's learning.

While we tried to make the study as comprehensive as possible, it did suffer from certain limitations. As this was meant to be completed in six months, rigorous follow-up of those organizations that did not respond and feedback from workshop participants could not be done. The Southern states could not be covered either during the visits or later in the workshop.

The nature of the questionnaire (intentional) was such that we could not carry out a quantitative analysis and the conclusions presented in the report are on the basis both the questionnaire and visit.

Chapter 4

Analysis and Findings

After phase I and phase II of the study, we realized that not all libraries could be viewed with the same lens. They differed greatly in terms of the area of work, intended audience, intensity of intervention and interactions with children to name just a few points. It was necessary to define some categories or models before attempting the next step of the study. Section 4.1 describes in some detail a framework of models of libraries that was developed the first two phases of the study.

4.1 Library Models

While several characteristics such as audience (adults or children – urban, rural, from slums), objectives (information, academic, enjoyment) could form the basis of categorization, we decided to choose the areas of work for demarcation purpose. The reason for this being that while overlaps were still possible, it afforded the most clear cut categories and divisions for placing the libraries.

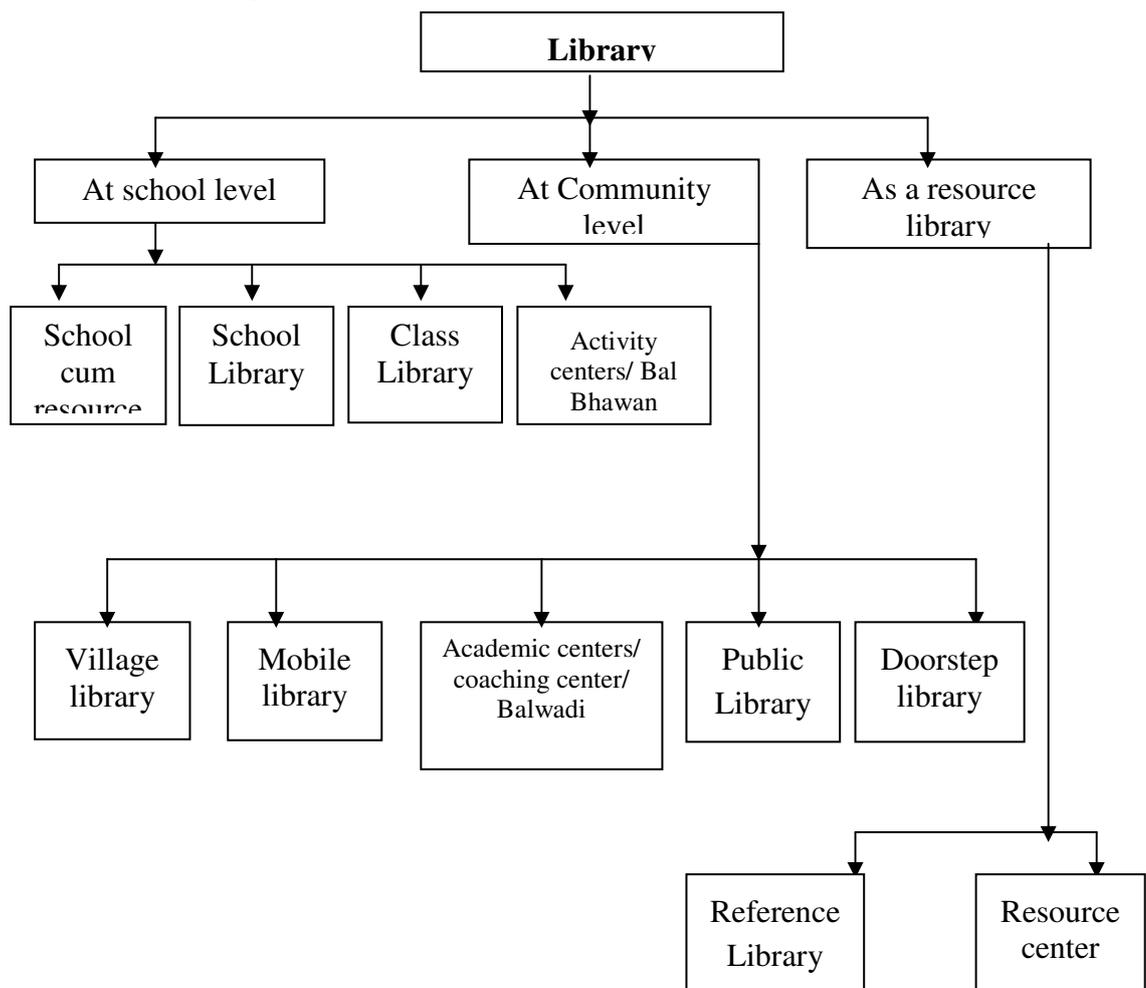


Chart – 1 : Models of Libraries (See detailed chart in Annexure-4)

The three main types of libraries are:

4.1.1 Those at the **school level**: For our purpose, we define these as libraries that are housed in the school irrespective of the organization running them. The most visible of these are the school libraries where a space/room in school is allotted separately for keeping books. Apart from this, different organizations have started setting up activity centres, balbhawans etc. in schools, where books are kept along with other useful material for children. Class libraries as a concept is also catching on; here books are kept in the classroom itself, open for children to access at all times. Finally, there are resource libraries that targets teachers.

While the terms school and class library are to some extent self-explanatory, some more details are given regarding activity centers and **balbhawans**. These are structures within the school and the day to day running is done by balmitras or facilitators who are often not part of the regular school employees. The timings can be school hours or a few hours before and after school time. The facilitators work with the school children and any other child who wishes. They make efforts to help children in reading and solving the problems they face in other subjects and reach the appropriate level. Books form a part of the work and the facilitator issues

books as well as helps children learn to read.

Balbhawan (QUEST,Thane)

This is a structured programme developed for teaching-learning primary mathematics. It is divided in 8 steps and each step is planned and chronologically developed. A child can move to the next step only after completing the previous step. The programme is coordinated by Balmitras, who work with children two hours before and two hours after school time. Books are kept in bags of different colors according to level. Children pick the bag of their level and read books from it. These books are not issued to childrens, they have to read the books at the center itself.

In some schools where no space is available, library is carried out in the corridor and books or materials are kept in a box at the school or at the house of the library coordinator.

4.1.2 Those that are established in the **Community**: Community libraries can take different forms - village libraries, mobile libraries, coaching centers or academic centers or balwadis, door-step libraries, public libraries etc. The common denominator is that all these groups are trying to assure their reach to community and children. They focus on providing a platform for discussion for community members, alternative materials for the children, youth and adults of that particular area, opportunities and environments where they can express, they can imagine, they can argue.

**Door-step library
(QUEST,Thane)**

Door-step libraries are a new step in the mobile library effort. People who live in villages or remote areas cannot reach central libraries. Due to constraints, women and girls may not be able to visit mobile libraries either. In such conditions library go to them to assure they can access books.

QUEST, Thane team is running this type of library in five villages. Balmitras visit individual household and issue books to them. A balmitra goes to at least three households a day. A door-step library has 25 books. These include novels, story books, religious books etc. The main objective of this kind of library is to inculcate a culture of reading in the community.

Children from a particular area or nearby areas can gather and activities such as book reading, story telling are carried out. Games like chess, ludo, carom, snakes & ladders, puzzles and other material are kept for the use of members.

Public libraries have also been classified as community libraries by us. While earlier, public libraries were associated with silence and quiet, there nature is now changing. BCPT, Mumbai is trying to persuade some public libraries to set-up children's corners and carry out activities. Finally, whether due to lack of resources or space, community libraries can also take the shape of mobile vans that move from location to location, catering to a different group each day. Some groups take the books in bags and bring them back.

4.1.3 Reference libraries. While all models of libraries contain reference material, a separate category was established as there were several groups where it was the primary focus. Usually these libraries come up when a group realizes that its members need easily accessible reading material on specific topics. The library provides materials for project staff and other members of the institution. It can also provide a platform for use and construction of teaching learning material, maps, innovative thoughts, workshops, training etc.

Resource Centre at Chamraj Nagar

The centre carries out various activities and the library itself is a small part although it is utilized in nearly all its programmes. Trainings and workshops for Teachers, BRPs, CRPs and student Teachrs and children are conducted. Orientation programmes for B.Ed and D.Ed Students are carried out and under resource networking teachers can meet and prepare material. The centre is a hub for education related programmes in the district and the library contains material and books on these topics.

It has Books, Teaching Learning Materials, Audio/visual Materials, charts, maps. The list of Materials will be prepared by RC In-charges and DIET faculty requirements from the Users are being collected to be sent for approval to the Advisory committee.

Programmes for children are limited such as Children's day celebration, toys preparation etc.

The categorization has been done for the sake of convenience and there may be cases where a library can fall under more than one category. For example, the Pragat

Shiksha Sansthan has set up a library on early literacy that is within the Kamla Nimbkar School campus. This is accessed by the school teachers but by college students and researchers as well. Groups can establish school libraries as well as resource centers. Along with providing books and resource materials for their own center, these groups can provide books and reference material to nearby schools and centers also.

4.2 Objectives of Library

In our country where there is scarcity of resources, any effort in library work is commendable. However, the emphasis on providing material is problematic. There is a misconception that access to materials can develop better readers. How the material is used is as important.

Irrespective of the work area (or areas) of an organization, they need to be clear in their perspective of looking at a library. Do they regard it as a corner where books are kept or as a social space? Our objectives define the manner in which we conceptualize the issues and challenges as a part of our work, decides what would be planning or strategy of our intervention and determine the scope of our work. This section explores the various objectives of running a library programme that were articulated in the first two phases of the study and subsequently in the workshop.

All the groups articulated the following objectives though in different words:

- Facilitating in exploration of knowledge
- Children/ readers should have the scope of engaging with alternate material other than textbooks and libraries can serve this purpose.
- Provide books and a rich environment for teaching learning to help children develop into self learners
- Means of reaching information and other educational resources
- Help teachers and other resource persons in knowledge transfer in circumstances where resources are lacking.
- Provide a place where children meet with others, share books and help in learning; providing a forum for sharing of ideas and interactions

Some objectives that came up during the workshop, specific to different models are as follows:

At school level: play a role in reducing dropout rates of children and, help children reach the level appropriate for them.

At Community level objectives can include creating interest for reading - writing in deprived children, providing platform for community level discussions, developing

Kamla Nimbkar Bal Bhawan is a fine example where libraries have been well integrated into the school. Both teachers and students use the library in the course of daily class work and children are exposed to visiting the library, searching for material and referencing from a young age. When a book is not available in Marathi (the local language), teachers help them in reading and translating the text.

This is in contrast to one school where students were sent to the library as a form of punishment.

library as an activity center or information center.

For resource center: A challenge and hence an objective is to attract a specific audience that can use the reference books, teaching learning materials, maps and other reference materials that are available. Making users aware of innovative ideas, materials, teaching and training is also an objective.

If we look at these objectives we find that many of these are interrelated. Efforts to achieve one objective cannot be in isolation of others. For example if we want a child to be a self learner then she would automatically learn to find the ways to seek information. It would help her in process of knowledge exploration as well as provides opportunities to engage with other materials also. But we need to understand what does this mean.

Groups mentioned that providing reading writing materials in the library, having discussion over it, thinking, reasoning, etc., can help in increasing confidence in children or readers. But how and why this would happen was less clear. Would

providing good books automatically lead to enjoyment of reading for children? Will they be able to relate what they have read to their day to day life? Child would not learn to read

just by having books in her hand but this would create enthusiasm and concept of books and reading in her mind, and she will find a purpose for why to read. The words "I want to know" plays very important role in their learning. And coupled with this are other issues such as role of teachers, books and their selection, trainings, which if not considered would greatly hinder the achievement of these goals. (*Objectives of Library at different level (discussed during workshop) are attached as an Annexure-5*).

4.3 Some Aspects of a functioning library - Books, Activities and Workers

During the study, we also looked at some other aspects of libraries. The ultimate aim was to identify some principles and factors that affect the functioning of libraries. The questions and responses that focused on books (and material), activities carried out and the library workers were ultimately chosen for our analysis.

4.3.1 Books and Material (Availability, Selection and Use) - Access to books can have a dual meaning. The first meaning is ensuring access to library and books; this includes purchase and management of space in schools to keep these books or materials. The second meaning implies that the teacher or librarian should know that simply having the books is not enough. They should know that with a little help a student can develop as a reader and be able to assimilate the book.

In our study we found that all organizations recognized the importance of having quality material. Books or materials can be in the form of subject-based books, textbooks, story books, poem books, dictionaries, encyclopedia, audio - visual materials, puzzles, games, sports items, papers, magazines, teaching learning material, workbooks, etc. There are other groups that can be considered rich in terms of the quality of material that they have. The most frequent material were textbooks, Meena Stories, Eklavya, CBT, and NBT, Panchtantara stories etc. Number of books varies from 50 (for door-step libraries) to around 10000 at public library or a reference library.

The issue of selection of books for a library is very important. In this respect, some library groups say that books are selected according to the level and interest of children and they determine the

likes/dislikes on the basis of their experience of working with children. But, in the discussions with the facilitators during field visits and workshop, they talked mostly about books and their maintenance but not much about selection and relation of books with learning of a

In most groups the task of book maintenance is carried out by a coordinator or person in-charge. But at some places children are also involved in care and maintenance of material. One such example is *Sookhi Sevian* centre run by Muskaan, Bhopal., Here, children are responsible for issue-deposit of books, record keeping , management of books, repairing of books etc.

child. This led us to believe that facilitators do not have enough say in choosing the books and they are selected by a committee or administrative in-charge.

In this context, some other issues were mentioned as well:

1. Bulky books will deter children from reading therefore they should be given books with short stories as they will feel a sense of accomplishment when they complete a story. Young children can be given picture books as the pictures help them understand stories and relate to it.
2. Groups can have a central book bank and several smaller centres. Books are supposed to be continuously rotated and exchanged between centres but there is lack of clarity regarding how

many books can be kept at one centre, how often they should be rotated and how often the central stock is replenished.

3. Reading material and Reference material specifically designed by some groups includes:

Development of Reading:A Guide Book

Magazines for Children:An Annotated Bibliography

A Manual of Library Procedures and Routines

Children's Books in English:An Annotated Bibliography

All of the above have been developed by BCPT, Mumbai and were available in English at the time of the study. Efforts were on to develop similar material in Hindi and Marathi.

Apart from this, groups including QUEST (Thane), KSU (Yaadgir) and VBVT have developed Teaching-Learning Material, Workbooks, Lesson Plan, Charts, Story books(laminated) *Pustak peti* etc. according to their needs.

4.3.2 The library activities

Reading, obviously, is the primary activity that takes place in the libraries. Apart from this the groups also organize some events for the growth of their workers such as monthly meetings, workshops and training, camps, exposure visits, etc. QUEST, Thane and Nandi Foundation,

Sheopur organize such monthly meetings but more details are needed about their agenda. Teacher's experiences of working with children are sometimes shared with the workers of the library programmes. The library groups which are working as reference centers provide materials for other groups and act as a forum for workshops and discussions. It provides material for staff members of the institution, develops materials, organizes trainings and provides opportunities for their capacity building.

Class Library Activities

Class library provide a unique opportunity for teachers to use the books and related activities in their class work. A teacher in VB Basic School discusses books with children to broaden their experience and share their concerns. Both children and teachers read aloud stories and books. Rewriting the stories in their own words, story writing on the basis of given picture, dictation, exploring dictionary for new words, map reading from Atlas, filling up maps, finding information about the names of countries read in the stories, collection of news paper cuttings (news related to water, petrol, diseases i.e. which they come across during their lessons), cross words and puzzles, discussions about general knowledge through magazines and booklets reading and sharing it with others in the class, reading instructions from the books and making things or doing experiments, and role plays on the stories read are some activities that are carried out over the year.

With the children there could be daily activities focusing on books (reading of story and poem books with children, poem recitation, story telling and listening,

Book exhibitions, Book Talks/ Book reading sessions, story telling session and handing out. Best reader awards are some ways in which libraries are trying to attract and retain readers.

drama, acting) or others - folksongs, indoor games, puzzles. Schools can plan out activities of longer duration such as Bal Panchayat, summer camps, community involvement and competitions.

4.3.3 Library Workers – Selection and Orientation

The selection of the library workers is most often on the basis of interviews where their interest is gauged. But compromises are inevitable as good candidates are not easily available and attrition rates are high. Some groups have managed to overcome the problem of excessive workload on the librarian and teacher by engaging the interested older children as volunteers.

During the workshop, all groups were unanimous in the role of the facilitator/ librarian in running a good library. It was said that they should have knowledge of the underlying principles of reading along

with the process of reading, be able to carry out significant work with available material, manage records and maintain data as well as analyze it for betterment of library. But how to prepare these ‘super’ teachers or ‘super’ library coordinators is an important issue.

The training of the library workers should cover the following aspects: issue-deposit of books, record keeping, information sources, references, selection of books, basic knowledge of library software, how to take feedbacks from readers etc. Issues related to role of library in learning, "why

Some groups are already carrying out such trainings that cover both pedagogical aspects such as teaching learning, use of level appropriate material with children, or management related aspects. But these have not been documented to come up with concrete experiences that could have been shared with other organizations during the workshop. The link between trainings and application in the field seems to be missing.

Trainings focusing on procedures for optimum usage of books, different ways in which children could be grouped and methods of helping children read and also in the art of story telling and involving children in the process of reading and creating can be the starting point before moving on to deeper issues of knowledge and learning.

library and books", criterion for selection of books, teaching learning methods, activities that could be done with books, story telling need to be covered as well.

4.4 Relationship of library and learning

During the workshop, the various groups mentioned that their libraries house not just story books but also supplementary material (other than textbooks) related to various subjects; the purpose being to help children in engaging with curriculum and teaching. Books related to science and maths and some on history are kept. Opportunities for Child learning are available here. Now the questions before us are, "What do we want our kids to learn"? What is the role of the library? How do children learn? Which children learn what? The library groups discussed this question of an association between Library's and children's learning. Probing questions were asked during group discussions and subsequent presentations to encourage the participants to explore their statements and the implications thereof in greater depth.

This section presents the various statements related to the topic of libraries and learning along with some thought provoking questions that were asked for clarifications. (*Group work on learning and its dimensions is attached as an Annexure-6*).

Some details:

- **Any improvement in reading would naturally lead to**

improvement in other subjects.

The library should be collection of books which is available to children as and when they want to make use of it and thus can lead to skill

A teacher shared a study that she conducted on effect of book reading on development of mathematical skills and she found that the performance level of the children who read more books was high; their score was high in the cloze tests also. Children could read and comprehend the word problems, and though the calculations were wrong they used the correct mathematical operations Not just language but improvement is reflected in other subjects as well.

development in all subjects. While all groups agreed to this they also acknowledged that they were unable to sustain the interest of children in books on science and Math.

- **The free environment of the library as contrasted with their classrooms facilitates learning.** The

At home, we don't try to correct mistakes in children's speech yet they learn how to speak easily. We ourselves start talking in their language. This acceptance from elders for their language and inspiration helps children a lot in their learning. The library should try to emulate this environment.

library provides a forum where children can meet each other, speak,

read, play, exchange ideas, help each other and several options and opinions are available.

- **Providing exposure to alternatives for children who do not have access to materials at home encourages attraction to and engagement with text.** Looking at pictures and doing activities develops their interest towards reading, gradually they start reading for themselves and not because teacher says so.

A child who could not read got the books issued to take home. When asked that why and what he does with the books, he replied that his grandfather read these books for him that's why he took them home.

- **Helps in development of language skills for out of school children.** When such children come and ask for the book, the first and usual response would be, "you don't go to school, you can't read, what would you do with the **book**". But when stories are read out to them, it helps in development of their interest towards reading and builds their language.

A library worker said that they used to put lot of books in front of children with an objective of to giving them free environment. Initially they felt that the number of books was decreasing. But they kept on working in the same manner. Gradually there came a time when children started feeling that the books were for them and they need not hide or steal them. And then books stopped. In fact lost books were returned. The values developed in the children are also an aspect of learning.

- **Increase in confidence level of children.** As the library is a space where children can express their opinions without fear, even those who did not speak at first begin interacting in the context of the story and participating collectively in group discussions. Sharing their experiences and read out the story in classrooms is also helpful.

4.5 What is considered to be a good library?

This question was posed to the entire group on the last day of the workshop. Much discussion had taken place, on the key purposes of the library which are presumably providing books, care and maintenance of books, issue and deposit of books etc. Equally important was its perceived role in facilitating child's learning and developing them as readers.

A time segment was allotted during the workshop to discuss aspects of a good library. To facilitate the discussion, the participants were asked to restrict it to the following points:

1. System and structure
2. Management
3. Books and Materials
4. What activities and how?
5. Preparation / training of Library staff
6. Role of Teachers / community / parents, etc. in library and their involvement in it.
7. Other point and potential problems

Only a few points could be discussed during the allotted time. (*Group work on 'Good Library' is attached as an Annexure-7*).

Participants were forced to think what is meant by 'good'. Primarily there was a realization that several factors constitute this 'good'. Further, not everything can be anticipated during inception. Needs arise gradually during work, resources and materials get consumed at peak levels.

An additional learning through the course of the workshop was that to run a good

create situations where child can learn and develop herself. An efficient person is required in the library for this as in schools teachers are bound by their predefined duties.

More discussion is required within and between groups to reach an understanding that will ultimately be useful in our work.

4.6 Other

Throughout our study, we came across several interesting experiences and observations shared by the workers. While they cannot fit in the analysis, yet sharing these will enrich the report.

The mobile library facilitators reported their interactions with parents. Parents say that a variety of material can be found in one place. They have never seen such material ever and children are developing significant interest towards reading. They have started raising questions and giving answers in the classroom. Though parents

A story "Budhiya ki roti" was being told to children. In this story a crow steals the bread of an old woman. The old woman goes to trees, woodcutter, rat, cat, dog to get her bread back. All of them except a dog refuse to help her. Hearing this Yasmeen said, why old woman went to so many people for single bread, she should make another for herself.

Shahnawaz said she has the flour for one loaf only. All the children were expressing their views and were getting restless to a question was put before them that who helped the old woman and why?

All responded – dog

When asked "why" - the responses were-

- Because the dog was h pet.
- Old woman loved the dog.
- Dog is faithful.

Aslaan said all things can be done by love. When mother says something lovingly we do all the work. If she scolds we do not want to work.

library it is very important to know how children learn and what they want to learn.

An objective of library therefore is to

can't say much about the reading of their children but they say that children read story and poem books at home. They also

discuss with their siblings what happened is about what etc.
in the story, what has been said, the story

Lalu-Pilu is a popular series of stories for children. A worker narrated the following incident:

The kids made puppets of the characters of lal-pilu stories - cup, sun and many other things. They created a puppet show by using all puppets and added a further twist to the story. The story created by children is given:

पीलू ने मिर्ची खाई उसे तीखा लगने लगा
क्या करें ? पानी लाते हैं।

पानी के लिए कप चाहिए (कप में पानी पिलाते हैं)
अभी भी तीखा लग रहा है क्या करें?

कुछ पीला-पीला है
इसे पीलू खाने जाता है।
अरे! यह तो सूरज है।
पीलू तो जल गया।

Chapter 5 Some Issues and Unanswered Questions

On the basis of the experience of visits and workshop discussion we can say that the library groups face problems regarding location and space as well as administrative matters but more than this, the interest of teachers/workers, the libraries as part of the education system, trainings, availability and selection of material, maintenance, monitoring, relationship with children and community and retaining their interests, systematic data recording and its analysis are issues that deserve attention. Questions have to be raised, discussions carried out and dialogue is necessary to help improve our work.

Some Issues identified during the Study are as follows:

1. Vision of the Library Organizations and Groups.

During our interactions, we found that many of the group members (whether at the field level or in administration) are not clear about their objectives for running a library programme. Why are they doing what they are doing? What difference will it make in the stakeholders lives? Clarity in conceptual thinking and understanding etc. is lacking.

It can be assumed that the vision of an organization guides how they choose their work area, be it in the community, centres or schools? But who decides the standards and criteria for selection and how it is done? Similarly, issues of religion, caste and gender can affect association with and attendance in community centres. Most organizations seemed unaware of this factor in their work and hence what can be done to ensure that this is mitigated is not part of their vision. How an external visitor (or for that matter, their own workers) view and understand an organization's vision of its work and learning is also not clear. Nor is it clear how this vision is implemented? More dialogue is needed on this issue.

Ultimately, each organization needs to define what the purpose of library according to them is and share it with their workers as well as with others.

2. Capacity building of facilitators/ librarians/workers and teachers

During our conversation with facilitators/ librarians, we saw that most comments were regarding the maintenance of books and records. They could say very little about the selection of books, relationship with school and the learning process. With teachers, sharing of their experiences with

children or use of methods and activities discussed during trainings in their classes has to be encouraged. Therefore, a key step is capacity building to increase the interest, motivation and accountability of the facilitator and teachers in their work but so far there seem to be no programmes to address this issue.

Further, the facilitators/librarians/workers/teachers involved in running the libraries seem to be isolated from the education system. How do children learn and how can the library prove useful in this process? How can the community be assisted in forging a closer link with the library, what needs to be done to increase teachers interest in the library; these are some issues on which the facilitators need to develop a shared understanding. At the same time, issues related to administration – such as the number of facilitators present and required in each organization, how long they have been working, their duties and style of working, specialization in some subject discipline, and the topics that should be discussed with them – should also be clearly identified and an understanding developed.

The use of libraries or reading material by teachers, even when available, is next to zero in most schools; teachers are not often seen utilizing this facility. Therefore, some attention needs to be focused on the

training of teachers in the use of libraries in their classroom teaching.

Lack of orientation and guidance may be the reason why the retention of workers/facilitators or *balmitras* of the community libraries is a problem faced by all organizations. How can the attrition rates be reduced and their continued retention ensured is a vital question that can be answered only through collective discussions.

3. Selection and choice of material.

All libraries, whether they are school libraries, community centres or resource centres complain of lack of material available for children in their native tongue. This perhaps is the biggest challenges faced by us needing urgent attention. We need to identify organizations initiating work in this area and provide them support.

The selection of suitable books is a major concern for most of the surveyed groups. The kinds of books that are appropriate/suitable for their audience has to be weighed against what reading material is enjoyed by the children. They also need to design what can be done with the material and how to bring it about given the constraints of their particular situation. Some groups do have a detailed description of the reading material possessed by them but there is an

inadequate understanding of how this material can be used and the kind of activities possible with it.

Very little thought has been given so far to what can be used with children in different age groups. While the responses received from most groups say that picture based or pictorial books are used with beginner level readers, no data is available as to how long the children take to move on to the next level or even how the next level can be defined. What kind of books should be chosen for children and are liked by them in the later stages? Nothing specific was mentioned regarding this issue.

4. Sharing and Networking

Most groups feel that lack of a sharing mechanism. A website that links the various organizations is missing. Those organizations that work in remote areas may not have access to internet either. A newsletter can be circulated to keep them in the loop. There is insufficient number of workshops or seminars that offer them a medium to interact and share with each other. Publication of activity and reading material prepared by individual organizations can serve as a means of sharing but no such initiative has been undertaken so far.

5. Assessment of the Programme

Has reading books improved/influenced the children's abilities related to other

subjects? Definite evidence for this question has been exhibited by one or two groups only. Other groups have either not studied this process systematically or not given sufficient reasons for their conclusions.

What is the participation of teachers, workers, children from other schools in the cases of the libraries that are acting as resource centres in a certain area? The nature of ensuing dialogue shows the nature of their interactions and extent of participation. A shared understanding of how to analyze these experiences is required.

6. Other challenges

The biggest challenge perhaps is to know how to encourage the readers? Although several additional programmes and activities are carried out to retain interest of children in the library, their attendance is not guaranteed. For whatever reason, be it financial, home related, social or something else, the children often leave the centres or are irregular. What can be done in this situation?

Most groups say that they organize cultural and educational programmes in the library. What does this mean? The specific activities that are included in the two categories can be better defined.

There are other administrative issues as well. Budget, data, software etc are some

areas were most organizations have problems. How are records relating to children's, attendance, their preferences, issue of books etc. maintained? How do these records help the facilitators in their work and how is this data used and analyzed?

While the library programme may have set out with particular objectives, they face hurdles in terms of lack of a sense of ownership of library (by Community/ by school/ by facilitator/ by children /by teacher etc.). This greatly hinders proper functioning in the absence of supervision and has to be explored.

Chapter 6

Some Thoughts and Future Direction

We perceive the library to be a space where children, teachers and community people can both construct and disseminate knowledge. But in actual practice, while several terms might be used broadly, very little attention is paid to those involved in the process such as the teachers, library facilitators, children or community. This holds true for book selection, trainings and running the library as well. If we want a smoothly functioning school library (or any other library), then we need to bring about necessary changes in not just the school curriculum but in the entire education system and assessment as well. In this situation, any steps towards the development of a culture of reading and books need to be well thought of. The library needs to have space for it in the school timetable to be considered a part of the education system and to function smoothly. Therefore, we need to think and act more thoroughly regarding the use and functioning of libraries.

All readers should have access to the knowledge and ideas available. We should not try to control children's and adults freedom of deciding what they want to read. This is closely related to the fact that what they read depends on the available

material but a library cannot have the entire selection of books that have ever been printed. This raises the question of the kind of books that can be housed in the library. This in turn raises the question of 'quality' books in the library. Now, what is a quality publication? Books and their selection is a serious concern and therefore we need to think about this issue carefully.

We will all agree that the library facilitator / librarian / teacher can always help students in some manner, irrespective of the size of the library and the limit on its resources. And this help could be in the form of making children aware of have to use the library resources that are available. They should be able to discern what the child requires and is trying to attain in order to be able to help them. Therefore the workers need to be analytical as well as adaptable. For a functioning school library to be an integrated part of school education requires a library period in the timetable. It further requires a place to keep the books, a system to display library activities, timely issue and return of books and the involvement of teachers and children in library functioning. But most vital is the regular replenishment of the stock of books and proper use of the existing books.

Unfortunately, the role played by school libraries in the development of the reading habit in children has not been understood. This role has been neglected which has resulted in little attention being paid to libraries in the annual academic planning of most schools. In this context, along with children, the question of reading habits of teachers should also be considered since a majority of them do not utilize the library in their classroom teaching. In this situation, love for reading has to be inculcated in the teachers as well. Familiarizing them with the content of the books, seeking their opinion during book selection, reviewing of books, formation of a club for book lovers, prizes for best readers are some of the ways in which teachers can be involved in library activities. This will not only increase the interest of teachers but also help them in encouraging and motivating children to use the library. Teachers / facilitators / librarians should seek the opinions of readers and users to determine the areas that can be improved or changed.

Any studies on the availability of libraries, books and material, activities involving them, or the assessment of the qualifications and eligibility of workers and their work, are welcome steps necessary to define the importance of libraries. This reinforces the need for a group that provides a platform for

discussions, material, and interactions to establish dialogues that will eventually enrich and improve our work.

Way forward:

Some specific points emerged during the study and subsequent workshop which can form the basis of a new strategy. These are:

1. Sharing of the study report with the library groups
2. Organization of more workshops:
 - a. During the coming year, organize four more workshops on the following topics – books and the criteria of their selection, how children learn, role of libraries in learning, systems of running libraries, the nature of different subjects (math's, EVS, science and social science) and the role of libraries in their acquisition; a deeper and more rigorous discussion on these topics
 - b. Making available resource persons, resource material for the workshop
3. Designing a course for the training and capacity building of workers
4. To make available the material used during the workshop on website and share it with different groups.

As well as its evaluation is also very important to know that how far we have reached in process of learning and what all

children have learnt. This will also provide us with the criteria for what all needs to be done more and what improvement is required. If we wish to establish the new library, we will have to consider the various aspects associated with "What is a good library program" is? This could be thought upon on the basis of the points mentioned above.

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5. गिजुभाई (2002), 'प्राथमिक शाला में शिक्षा पद्धतियाँ', गिजुभाई ग्रंथमाला-9।
6. कृष्ण कुमार, 'बच्चों की भाषा और अध्यापक'

Annexure-I :Library Study Questionnaire

1. Information about the organization
2. What is the nature/form of the library programme in your organization, e.g., for whom is it being run/ in which area/ educational and cultural objectives/ library programme management structures/ etc.
3. Present state of libraries running – running since when/ library timings/ No. of books/ members/readers/ who runs it/ location – classroom, school or somewhere else/ etc.
4. Other activities organized along with the library.
5. What kind of reading material is there in the library/ How is it selected.
6. Library workers –how are they selected/ volunteers or appointed / any training given/ contents of the training programme/ role expectations/ etc.
7. Any studies done on functioning/ impact of the library programme/ which aspects covered in the study/ conclusions from study (please share a copy of the studies if possible)
8. Financial implications of running the library programme - expenditure heads and estimated expenditures per library
9. Experience with involvement of children/readers with the library / frequency and longevity of library visits/ ups and downs in participation rates/ efforts to increase participation and their impact/ etc.
10. Average no. of readers using the library everyday/ their age/ gender/ social background/ any noticeable trends in participation
11. Who manages the library/ interacting with readers/ taking care of wear and tear in books/ involvement of school teachers or other volunteers in library management
12. Any tracking of book choice of readers/ which books are liked most and why?
13. Any noticeable change in the children / readers coming to the library regarding their reading skills, interests and levels/ self motivation/ learning / asking questions/ subject know ledge / self confidence/ etc. Please share any systematic study undertaken.
14. Involvement of the parents/ community in the affairs of the library/ reactions/ level of support/ likely changes/ etc.
15. Any software/ computer package used/developed to manage (systemize) the information regarding books and readers in a better way/ other ways of managing such information
16. Please share your ideas about making the library programme more effective and vibrant.

Note : We will be happy to receive any reports prepared covering these questions.

Appreciatively,

Vidya Bhawan Education Resource Centre, Udaipur

Annexure-III : Library Resource Group Workshop Agenda

(16 June to 18 June, 2011)

Day	9.30–11.30	11.30 – 11.45	11.45–1.30	1.30– 2.15	2.15–3.30	3.30– 3.45	3.45–5.30	5.30	Home Task
Day 1	Introduction(Individual and organization) <ul style="list-style-type: none"> • Work being done in the area of the libraries • Scale of the work • Interesting experiences • Future vision/plans (5-7 minutes per organization)	Tea	Objectives of a Library Programme (Group work) <ul style="list-style-type: none"> * What do we want to achieve * How do we assess our level of achievement 	Lunch	Introduction(Individual and organization) <ul style="list-style-type: none"> • Work being done in the area of the libraries • Scale of the work • Interesting experiences • Future vision/plans (5-7 minutes per organization)	Tea	Cont. Objectives of a Library Programme (Presentation and discussion)	Tea	Report Reading -1
Day 2	First day's feedback New points Presentation and discussion of the main points of the Report.		Learning Activities around books (Group work, Presentation and discussion) <ul style="list-style-type: none"> * Different dimensions of learning * How do children learn * How can our library programme contribute 		Running a Good Library Programme- <ul style="list-style-type: none"> * Organization and Structure * Management * Books and Materials * Training of Library workers / Facilitators etc * Involving Teachers, Parents, Community etc (Group work)		Cont. (Presentation and discussion)		Reading -2
Day 3	Feedback Question-Answer session on previous day's discussion and Report Presentation and discussion on Reading		Brain storming around the idea of a Library Resource Group		Open House		Concluding session		

Annexure-II : Work area of different organizations

1.	Muskan	20 Schools, 1-1.5 hour/school/week 7 Balwadi, two hour everyday 9 Alternative Education centre, five hour everyday
2.	BCPT	<ul style="list-style-type: none"> • Setting up of libraries in community, creache, etc. • They work in area of health, education, public awareness etc and manage 30 projects. • Developed Activity Book – Reaed to grow. • Reading Promotion Activities. (School libraries, public libraries)
3.	DERC	A Resource Center for BRC, CRC, Teacher, Staff, Teacher Educators, Trainers, etc.
4.	Nandi Foundation, Sheopur Project	160 Govt. PS Schools – School teachers Academic Support Center – Balmitra
5.	Lokmitra	4 Activity Centers or Information Centers at Community Level
6.	QUEST Sonale – Thane	6 Balwadi 12 Balbhawan Doorstep Library in 5 village A Resource Center Developed 10 storybooks -
7.	KSU, Yadgir	37 schools – Animators Capacity building programme Conducting Research Studies
8.	VBVT, Tamil Nadu	One School Vidyodaya worth as School libray-cum Resource Center 44 vilalge library
9.	Pragat Shikshan Sanstha, Pune	School library and reference library
10.	Seva Mandir	<ul style="list-style-type: none"> • 200 NFE Centers • Reference library as a public library • Block and Zone library • Resource Room (Rama Mehta Room)
11.	V.B. School	School Library, Class Library
12.	V.B. QUEST School	14 Activity Centers 8 Mobile library (14 Basti) Setting up of library in 19 Govt. school out of 56.
13.	Samavesh	50 Schools – One hour per week.

Annexure-IV : Different models of library

	Models	Organisation
A.	School Level	
1.	School-cum-Resource Centre	QUEST, Sonale, Thane, VBVT, Tamil Nadu, Pragat Shikshan Sanstha, Pune
2.	School Library	PSS, Pune, V.B. Schools
3.	Class Library	V.B. Schools, Nandi Foundation, Sheopur
4.	Activity Centers/Balbhawan	Muskan, V.B. QUEST School, QUEST, Sonale, Thane, BCPT
B.	Community Level	
1.	Village Library	VBVT
2.	Mobile Library	VB – QUEST, Mobile Library, VBVT
3.	Academic Centers/ Coaching Centers/ Blawari	Muskan, Likmitra, Samavesh
4.	Public Library	Seva Mandir
5.	Doorstep Library	QUEST – Sonale, Thane
C.	Resource Library	
1.	Reference Library	Seva Mandir, PSS, Pune
2.	Resource Center	QUEST – Sonale, DERC, Chamrajnagar

Annexure – V Objectives of Library at different Level

Points came out of group discussions about objectives of library-

Objectives of library at Community level

1. To create an atmosphere of reading and writing in the community.
2. Missing children to be associated back to the process of reading and writing (in library and school) by providing interesting books, various activities and through various methods.
3. Changing attitudes of community towards deprived children to build confidence in these children.
4. Connecting parents to this process of reading writing so that they get motivated to teach their children.
5. Activity centers can help in reducing number of dropouts in schools.
6. Providing material to the Communities, especially to children, and also to provide opportunities to learn at their own.
7. To provide a forum for collective discussions over community issues.

Objectives of library at school level

1. Children get Bored with school books but of course they enjoy reading library books.
Make reading fun.
2. To engage children with books.
3. To help bring children to their grade level.
4. Child's self-understanding of reading.
5. Helpful in reducing the problem of drop-out in schools.

6. Facilitates children's free expression.
7. Initiates innovative ideas in children.
8. Develop various skills in children such as decision making at their own, taking responsibility, self-discipline and leadership, etc..
9. Linking teacher to the library.

Objectives of library as a resource center

1. Books to generate interest: -

- (by number)
- demand of Books get increased.

2. Collaboration with the process of teaching learning

The teacher is teaching children through books.

School timetable has a session for library reading.

Children - Teacher's are discussing on books (sharing of experiences with each other.)

Teachers' are making use of material / book for their own learning as well as for teaching.

Observation of classroom activity.

Research study by comparing the present status with baseline data.

By taking individual Feedback.

3. Library implementation

All kind of books are available and are been used (by School, teacher, Resource Centre)

4. New research / innovation –

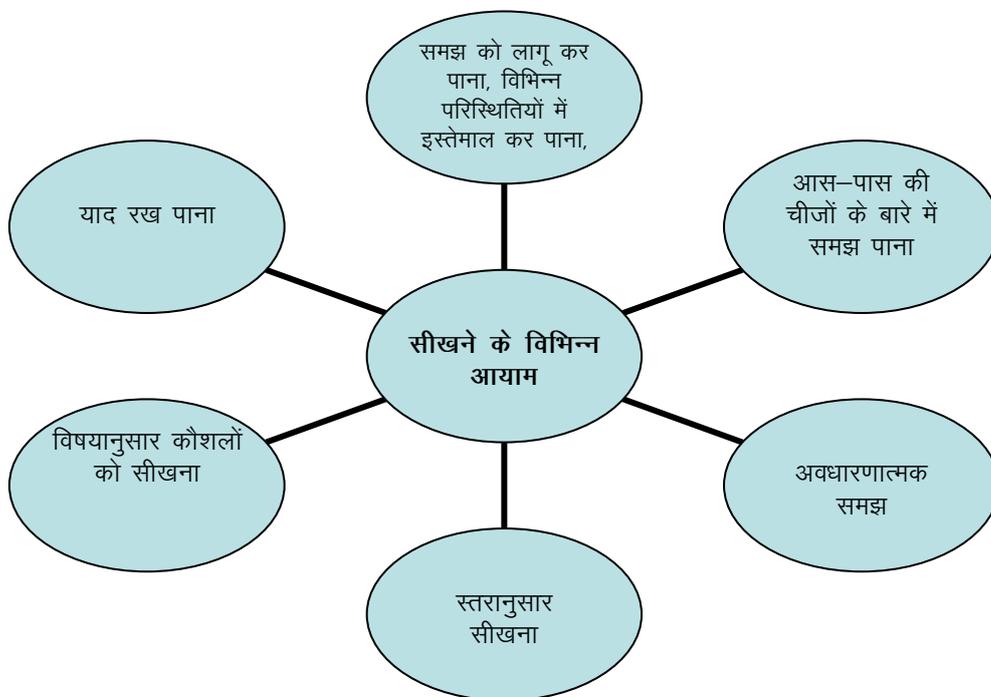
New research / innovation are available, it is being used. studies on library or books

Annexure – VI Group work on learning and its dimensions

Workshop experience -what we want our kids to learn? What is the role of the library? How do children learn? Which children - learn what things? Etc questions discussed during the workshop and observation of library groups.

Points came out of discussion in group

1-



Points came out from group 2	Points came out from group 3
<p>How do children learn?</p> <ul style="list-style-type: none"> • Hearing, seeing, experiences, learning by doing (using the senses). • Relating with prior knowledge. providing opportunities (by mistakes). • By interest, interactions and capabilities- mental. • Ability to imagine. • Remembering/ re-recall. • Analysis. • Observation skills. <p>Role of library in learning</p> <ul style="list-style-type: none"> • Learning environment • Children's interaction, experience and mutual support • Reducing the fear of books and developing 	<p>Various aspects of learning</p> <ul style="list-style-type: none"> • Observation, reasoning, adding prior knowledge, seeing, hearing, discussion, doing things at their own. • Participation, imagination, reasoning, by comprehending. <p>Role of library in learning</p> <ul style="list-style-type: none"> • Provide interesting materials such as - story books, picture books, poems, puzzles, games and so on. <p>The teacher's role - doing activities with children to develop interest in them for reading and books.</p> <p>To develop</p>

<p>attraction towards books.</p> <ul style="list-style-type: none"> • Knowledge out of textbooks • Promote oral expression / and developing understanding. • Freedom of taking book according to their interest • Logic, reasoning, pondering, contemplation the potential development . • Helps in teaching the subject. 	<p>various skills in children - observation, to question, logic, to guess to expression.</p> <p>To develop curiosity among children.</p> <ul style="list-style-type: none"> • To socialize children. Children themselves also discuss things among themselves. Even when they play alone they talk to themselves and try to do something with the materials. It is also a part of the learning process.
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Annexure –VII Group work on ‘Good Library’

Now we have two questions before us- what is a good book and what do we mean by an efficient person?

By having discussion on "what books are good", following points came-

- Books should be good, Reference based.
- Books should provide the opportunities for problem solving, imagination and should be with and without pictures.
- The good book is which is liked by children.
- Should be level appropriate.
- Collection of songs and poems available in local language.
- Should have diversity.
- A good library should have articles which are of our relevance.
- Books related to all kind of issues so that can provide opportunity for developing opinion and express it.
- Books related to mathematics and other subjects should also be made available.

Points came out of discussion on "an efficient worker".

- She should have an understanding of children that means patiently listening to the children and understanding them. She should

know how to deal with the children and should have an understanding of child psychology.

- Should have an understanding about the importance of library.
- Should have understanding of activities to be done. That means how to do, what to do, why to do, preparing for it etc.
- She should have interest in reading
- Should know how to take help from resource person and how to access sources.
- Other references to assist individuals get to know the sources.
- Should have knowledge of books.
- Should have capabilities of maintenance, transactions, managements of books
- Should have knowledge of how children are making use of library, figures which can be analyzed to decide the strategy for future work.
- How does she think, should also be considered.

Now the question comes is how to prepare the librarian having the above mentioned qualities.

While asked about the **efforts for betterment of library** the following views came-

- Children should have freedom.
- Reading material should be modified time to time and new materials to be added into it.
- There should be appropriate systems or mechanisms for management of information.
- Having discussion with teacher about the changes happened in the children and preparing her for this work.
- Stories written by children may be given the form of a book.
- Books should be categorized on the basis of children's age and level of learning.
- Training of library coordinators.
- Keep in touch with children, parent and community on regular basis.
- Availability of books on local and cultural issues.
- Availability of books in local languages.
- Number of books should be more.
- Better system to keep books in the classroom or center so that all children benefit from it.
- To keep library alive, regular work with children and books is needed.

Annexure –VIII Establishment of Network

The responses received in the context of what can be done to establish a network among the groups and what can be done to move forward in light of the discussions during the workshop are as follows:

1. A network of all groups should be set up.
2. There should be exchange of individual as well as organization level experiences. This can be over the internet or phone.
3. The websites of the different groups should display their experiences, innovations, problems etc. so that other groups can help them if possible.
4. Workshops, where thoughts, ideas and experiences can be exchanged, should be regularly organized so that avenues are provided to improve our work, think deeply on certain issues and get a sense of future direction.
5. The question of the kind of activities linked with the library that can be carried out with children needs to be answered. More thought is required in the purpose and rationale of a activity and not just in describing the process.
6. A new viewpoint regarding the libraries was seen during the workshop and people felt motivated to think about how they learn along with the children.
7. Several important issues related to a teacher who is not a librarian could not be discussed. This is especially important as it is the situation in most schools.
8. What does a good library look like? How should it be run? Most groups came to the workshop with the expectation of these questions being answered however the actual proceedings were quite different. Here the focus was on developing a new understanding, clarifying our objectives and thus developing a different viewpoint. The process in turn raised a number of questions.
9. Although some understanding has been developed, it can be concretized only by applying it in their work and sharing with their colleagues.
10. There needs to be some mechanism of information exchange among the groups to carry forward the new relationships developed during the workshop.
11. There was a general agreement that there cannot be one, single model and everyone will have to develop their own model based on their needs and workplace conditions.
12. Vidya Bhawan or any other organization can act as a resource centre of information and discussions. Here the experiences and information

from all groups in the network can be collected and then disseminated.

13. At the end of the workshop, there was a lack of clarity on some issues such as the nature and understanding of different subjects (maths, science, social science), ability and skills required etc. Some other issues such as

the learning process and how children learn and the role played by libraries in this process is also not clear.

The issues that were briefly touched upon during the workshop need to be discussed in greater depth and detail and a clearer and more focused programme and study on this basis is required

Annexure –IX List of Participants

S.No.	Name	Organisation
1.	Utpala Z. Thacker	The Bombay Community Public Trust
2.	Kalpita N. Dandavate	Pragat Shikshan Sansthan, Phaltan
3.	Suvarna V.	Pragat Shikshan Sansthan, Phaltan
4.	Amrita Patwardhan	NRTT, Mumbai
5.	Megha Charmode	Muskan, Bhopal
6.	Shashi	Muskan, Bhopal
7.	Jitendra Kumar	Lokmitra, Raibareli
8.	Ram Kishan	Lokmitra, Raibareli
9.	Manoranjan Nayyar	QUEST, M.P.
10.	Mamura Khan	DO - SRTT
11.	Saket Suman	Samavesh, Bhopal
12.	Yogesh Malviya	Samavesh, Bhopal
13.	Gajanand Yadav	Samavesh, Bhopal
14.	Rajendra More	QUEST, Thane
15.	Mohan Marade	QUEST, Thane
16.	Shruti Goyal	Seva Mandir, Udaipur
17.	Tina Sisodia	Seva Mandir, Udaipur
18.	Yashpal Singh	VBERC, Udaipur
19.	Preeti Misra	VBERC, Udaipur
20.	Yashodhara	VBERC, Udaipur
21.	Namrita	VBERC, Udaipur
22.	Vijay Trivedi	VBERC, Udaipur
23.	Jaya Rathore	VBERC, Udaipur
24.	Kamini	VBERC, Udaipur
25.	Ajay Nag	VBERC, Udaipur
26.	Sangam	VBERC, Udaipur
27.	Pushpraj	VBERC, Udaipur
28.	Jyoti	VBERC, Udaipur
29.	Snigdha Madan	DU, Delhi
30.	Varsha	DU, Delhi

S.No.	Name	Organisation
31.	Bheru Lal Mehgal	V.B. Basic School, Udaipur
32.	Inder Lal Suthar	V.B. Basic School, Udaipur
33.	Hitesh Shrimali	V.B.Sr. School, Udaipur
34.	Dharmendra Puri	V.B.Sr. School, Udaipur
35.	Regina	V.B.Sr. School, Udaipur
36.	Nilofar	V.B.Sr. School, Udaipur
37.	Vinita	V.B.Sr. School, Udaipur
38.	R.D. Varma	V.B. Basic School, Udaipur
39.	Mahesh Kumar Rawal	V.B. STC
40.	Priyanka Chaudhary	V.B. STC
41.	Ruchi Agrawal	QUEST, VBERC, Udaipur
42.	Mahima Sharma	QUEST, VBERC, Udaipur
43.	Shehnaz D.K.	V.B. Basic School, Udaipur
44.	Kamal Mahendroo	VBERC, Udaipur

Annexure – X

(About Vidya Bhawan Society)

Vidya Bhawan Society (VBS) is a group of institutions that started with the founding of a small school in 1931, to promote democratic, secular and socially meaningful education. The founder M. S. Mehta, had a vision of providing quality education to children from all sections of society with the aim of making socially responsible citizens. We have a commitment to make the world more just, reasonable, happier and hence equitable and we continue to strive for those elusive goals enshrined in the Indian Constitution both inside the institutions as well as in the wider society.

Vidya Bhawan Society, has tried to serve the lower middle class as a set of small progressive schools, teachers and other discipline colleges, development institutions and educational resource institutions. The Society aimed at greater social mixing and women's education and co-education. Vidya Bhawan Society over the period of time grew into eleven different institutions. Its expertise lies in School Education, Teachers' Training, Education Research, College Education, Technical Education, and research in agriculture.

The following are the institutions of Vidya Bhawan Society:

1. Vidya Bhawan School (1931)
2. Vidya Bhawan Basic School (1941)
3. V.B.G.S. Teachers Training College (IASE) 1942

4. Vidya Bhawan Rural Institute (1956)
5. Vidya Bhawan Polytechnic (1956)
6. Vidya Bhawan Krishi Vigyan Kendra (1984)
7. Vidya Bhawan Anganwadi Training Centre (1982)
8. Vidya Bhawan Secondary School Jhamar Kotra (1987)
9. Vidya Bhawan Education Resource Centre (1995)
10. V.B. Institute of Local Self Government and Responsible Citizenship (1997)
11. Vidya Bhawan English Medium Public School (2001)

a. Programmes and Achievements:

Vidya Bhawan has a lot of activities and programs. The appended annual report lists those. Here we give briefly those that are related to this proposal. Vidya Bhawan has been organizing a series of annual International Seminars on Education. Many DU faculty members and researchers have participated in these and this participation has led to the collaborative plan of work on reading and libraries..

Some of the workshops and seminars organized by VBS in the last few years include seminars on Construction of Knowledge, Basic Education, Science Education, Cognition and Learning, etc. The purpose of the seminars and interactions is to bring together researchers in disciplines related to education, educators and activists

to share views on key themes. These are then documented and published so that they can be shared on a wider platform.

Apart from this we have organized workshops that are comprehensive and others that are based on specific discipline so as to develop the capability of those working in the field of education. .

We have been working with the governments of Rajasthan, Chhatisgarh, Bihar, Andhra Pradesh and Gujarat in various dimensions and with varying degrees of intensity. Teacher's trainings were organized in all the states with the objective of preparing resource groups and sharpening their understanding of concepts, nature of subjects, textbooks, syllabus and curriculum. We have helped the SCERT's in developing their libraries and are working with them and the DIET's to encourage reading among faculty. The effort also includes discussion on the importance of reading and library in schools.

What have we done in libraries?

Vidya Bhawan for past some years has been experimenting with the idea of libraries for children. We have 4 mobile libraries catering to 16 Kachchi Bastis of Udaipur. A mobile library goes to a basti twice every week. Our experience has told us that the mobile library has not only been beneficial in providing reading material to children but has also functioned as a social platform where they can have academic discussions with adults and other children. The mobile

library also carries sports material like bat, ball, football, badminton rackets and other materials like drawing books, colours etc. which are not available to these children. The facilitators in the mobile library have succeeded in forming a bond with the community and as a result many adolescent girls have also started coming to the library. Facilitators do various activities with the students like helping them in school homework, support during school exams, and play with them apart from their other responsibilities like issue – return of books and reading books to and with children.

In Vidya Bhawan Basic School three years ago, classroom libraries were started to understand the possibility of functioning of such structures and its impact on the children's ability and desire to read and understand. Given the way language is taught with a lot more emphasis on alphabets, many children could recognize letters of the alphabet but were unable to read words. Many could pronounce the words without understanding the meaning. Most children coming to Basic School are from lower middle class background and their parents are involved in farming, dairy, driving and labor. Thus they neither feel the need for nor are capable of providing any books beyond the textbook. There was therefore a need of constructing an ambience in the school that gave ample and free access to books and other additional reading

materials for students. Initially some old magazines and a few books were kept in the class library.

Gradually the attention and interest it generated in children and the improvement in their language ability encouraged us to procure more age relevant books for them. The benefits of this were also seen in the written expression of children. In the beginning a baseline was created by conducting a Cloze test and giving word problems. In two years time improvement was observed in the students in over all language ability particularly in comprehension and expression. They also developed a desire to read. At the moment

this idea is being explored in all classes of all VB schools.

We are also working with many other government and private schools in Udaipur, Rajasthan and Hazira, Gujarat by establishing a functional library and an activity centre. Children have the opportunities to read and to work on supplementary tasks and activities that are missing from the school textbook but are related to the objectives of the curriculum. The activity centres provide them opportunities to read by choice, write stories and letters, talk about stories, their experiences etc.