**Discovering New Horizons: an Indian School Librarian’s Experience**

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**Abstract**

*The new role of school librarian in the era of facebook, the changing approach of the new generation and how to bridge the gap has been examined in the process of developing the library for Adani Vidya Mandir, a school which provides free education for students coming from economically challenged background, an initiative of the Corporate Social Responsibility arm of the Adani Group of Industries. The limitations of a school library like less time with the students, , means to reach out to students coming from various social backgrounds using information literacy, use of bibliotheraphy are examined. The main focus of the study was to assess the impact of information literacy imparted by the author, on their academic performance and their overall personality, considering the fact that these students come from a background of no resource support other than the school library. The study proves that, the library is not only fulfilling academic requirements, but also takes care of their emotional needs. The profound changes in students’ personality and academic performance are compiled to show that library is a place rather than a space to help students to groom their personality. The required data has been collected using a questionnaire method. The population selected for this study was 245 students of classes fifth to eighth.*

**1 Introduction**

Today’s students’ exhibit amazing intellectual growth and are quite anxious regarding their career and goals as well as developing their own set of values. They cope up with social concerns, peer pressure, and search for their own identity, very early in life. Students are aware of all the support sources like the library resources, counselling sessions, social networking sites, open access resources, etc. available to them to become successful. To avoid any negative impact of these support sources, the role of educators is important to help them learn how to navigate through these sources and assist them in setting and achieving life goals.

The present education in general, with a sudden and easy access to information, mainly open access resources has brought in many issues of choice, ethics, etc. The outlook of teachers towards the whole concept of teaching has changed as they are now assuming the role of facilitators and students are contributing to the teaching process due to easy access to the information resources. At the same time, it is essential for students to maintain the academic focus and to motivate themselves to do their best in school.

To understand the Indian scenario, according to the latest population census, more than 50% of India's current population is below the age of 25 and over 65% below the age of 35 (1). It becomes essential that education, specially the primary education should be taken on a war footing basis to have the minimum literacy rate. ‘Young people in India are now asking that their voices be heard, that their issues be addressed and that their roles be recognised. They want to be accepted as partners for development, helping to chart a common course and shaping the future for everyone. If India succeeds in accommodating and absorbing these young people, we can enhance their life chances by enabling them to seize the opportunities of the 21st century. This is a task that must be taken on by a society that only this year passed a Right to Education Act embracing all children everywhere in our country. Right now, desperately poor parents in India, working as rickshaw-pullers and domestic servants, are scrimping and saving to send their children to private schools that they can ill afford, because they see a decent education in English as the best guarantee of their child’s future. Now the state is stepping in to ensure that their dreams do not have to constitute an impossible burden on them (2).

Alongside the efforts of the government, many corporate houses too, are coming forward to do something for this section of the society. An example of the same is that of the author’s school. Adani Foundation, the Corporate Social Responsibility Arm of the Adani Group of Industries is involved in a lot of activities for the benefit of the society specially catering to the underprivileged class like health facilities, education facilities etc. One such noble initiative, Adani Vidya Mandir which literally means a ‘Temple of Knowledge’ was started in the year 2008 for the benefit of the students coming from economically challenged backgrounds. Adani Vidya Mandir is a school affiliated to the Central Board for Secondary Education (CBSE) in India and has now five hundred and forty students studying in classes’ third to eleventh. The school selects eighty students every year and provides free education as well as free transport facility, food, uniform, stationery. The students are selected to class three on the basis of an entrance test conducted by the school. The school is situated on a sprawling 26256 sq.mt, and has a wonderful infrastructure ranging from state-of-the-art classrooms, laboratories, libraries, to sports ground, arts centre, etc. Facilities like counselling, medical checkups, specialized sports coaching, etc are provided to the students in order to give them holistic development.

In the traditional Indian education system, a lot of emphasis is on scholastic aspects. Co-scholastic aspects are usually pushed to the back seat. The role of the sports teacher, art teacher, music and dance teacher, the librarian, the counsellor are not given much thought. However, modern education though gives equal weight age to co-scholastic and non-scholastic aspects, but most of the schools follow the traditional system. The CBSE one of the oldest boards, set up by Government of India focuses mainly on bringing innovations in teaching-learning methodologies by devising students friendly and students centred paradigm, reforms in examinations and evaluation practices and skill learning by adding job-oriented and job-linked inputs and regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc (3). Evaluating the need for a functional and reliable system of School-Based Evaluation, CBSE has recently introduced the Continuous and Comprehensive Evaluation (CCE) scheme for doing a holistic assessment of a learner which also includes co-scholastic area of Life Skills, Attitudes

and Values, Sports and Games as well as Co-Curricular activities (4). Thus, there is a scope for the co-scholastic teachers to play an active role in students’ achievements.

The library of every school, be it a traditional one or a modern one, is the focal point of all kind of learning, be it scholastic or co-scholastic. Thus, the librarian has a special role to play in these changing times in the Indian educational environment. Catering to the students’ academic needs coupled with recreational and emotional needs is a challenge which every school librarian invariably faces at one point of the career or the other. It would be a defining moment to undergo the phase too as it is an opportunity to metamorphosize as a better professional and a better human being. The dilemma of going beyond rules, physical resources, going beyond academics and reaching out to their families brings in the other roles of the school librarian, namely a mentor, a guide, a friend who acts as a bridge between students and resources, in the context of a CBSE school which provides totally free education to its students.

The present study has been undertaken to understand the information requirements of students and fulfilment of the same before and after access to the library resources. The main focus of the study is to assess the impact of information literacy imparted by the author, on their academic performance and their overall personality, considering the fact that these students come from a background of no resource support other than the school library. The study intends to prove that, the library is not only fulfilling academic requirements, but also takes care of their emotional needs. The profound changes in students’ personality and academic performance are compiled which shows that the library is a place rather than a space to help students to groom their personality.

**2 About library**

There are two libraries namely Junior Library and Senior Library for the students and staff of Adani Vidya Mandir. The junior library caters to the needs of the students of classes III to VII and has a collection of 3000 books. The students of classes VIII to XI and teachers use the senior library and the collection is around 1500 books, 32 periodicals, 6 newspapers – (3 in English and 3 in Gujarati language ), 160 CDs, maps, charts, globes, etc. Every class gets two library periods in a week. In one period the students are issued books and in the second period they are taught library and information skills. In order to optimise the usage of the resources, best practices like Structured Library Period (SLP) wherein all the students of a particular class issue the same kind of book be it science, folk tales, biographies, etc every week in their issue return period and the last week, free choice is given to them to choose a book of their choice. By doing this, students exposed to various types of resources and this enables to read a wide genre of books and use them for their academics. The concept of Multiple Intelligence (MI) theory is taught to the students to choose the right book, Open Access Sources (OAS) are compiled regularly and put up in the library for the students to use in the computer laboratory for their assignments, projects, etc. Simple research techniques using the basic reference sources called DEATY (Dictionary, Encyclopedia, Atlas, Thesaurus, Yearbook) are used. Focus Group Discussions (FGD) are held regularly to get their opinion of various services, to add relevant collection, etc. Every month a new author is introduced to the students and the author’s work is promoted. Displays are done on a monthly theme basis apart from the regular New Arrivals display. The process of automation using SOUL (SOft for University Libraries) software has begun and now the holdings of the library are available online. As the students are from various backgrounds, the library is a getaway for some who come from disturbing social backgrounds and the concept of ‘Bibliotheraphy’ is practised for their emotional healing.

**3 Need for the study**

Adani Vidya Mandir, has the infrastructure par excellence and high quality teaching faculty exclusively for the students coming from a low income group, works with a belief that these students have the potential to excel in academics and other arenas with the right guidance. A cause of this magnitude, touching the lives of five hundred and forty students and their families has to be evaluated periodically as to whether it is benefitting the targeted group. Various measures have proved that, the initiative is moving in the right direction and one such effort was the chance to compile the success stories (Achievements) of the students which inspired the author to assess the usage and impact of the library and the role the librarian to help the students to achieve, and put it together in the form of a research paper. The desire to reach out to students in all possible ways – issuing all types of resources, providing them the required information for their projects, assignments, guiding them to the resources, interacting with them, helping them make decisions, solve their problems, and simply listen to them share their thoughts, feelings, etc. has indeed made a mark on the students.

**4 Study Objectives**

The present study was undertaken with the following objectives.

* To understand the impact of the school and library on the students’ holistic development
* To measure the change in students before and after access to the library resources
* To analyse the library’s role in assisting the students’ in their academic performance
* To examine the usefulness of information literacy skills in using the library and the resources
* To bring forth the multifaceted role of the librarian as a teacher and a counsellor

**5 Methodology**

Undertaking such a study to fulfil the above objectives requires collection of the data on relevant aspects. In order to collect the data, the author used the questionnaire method wherein the students - end benefactors of the library, were the sample. Keeping in mind the objectives, the questions were framed and arranged in a particular order. The questionnaire had 21 questions covering information about their background like their names, class, gender, their earlier school, their earlier library, the present school, the infrastructure, the facilities, the present library and the facilities and services, information literacy activities, bibliotheraphy etc. The questionnaires were distributed in their regular library periods which is of the duration of 40 minutes, in the third week of February for all the students of classes fifth, sixth, seventh and eighth students , a total of 245 students. The students of these particular grades were chosen since they were with the school since its inception and have been enjoying the library facilities for the past three years and have showed remarkable improvement in their academic performance. The analysis of the questionnaires was done and is presented below.

**6 Data Analysis**

The data collected from the questionnaires is analysed into different sections and is presented here. The first table gives a glimpse of number of students with break-up of total number of boys and girls.

**Table 1: Number of Students (Sample)**

|  |  |  |  |
| --- | --- | --- | --- |
| No of students | | | |
| Class | Boys | Girls | Total |
| 5A | 26 | 11 | 37 |
| 5B | 27 | 10 | 37 |
| 6A | 19 | 14 | 33 |
| 6B | 20 | 13 | 33 |
| 7A | 22 | 11 | 33 |
| 7B | 22 | 12 | 36 |
| 8 | 28 | 10 | 38 |
| **Total** | **164** | **81** | **245** |

The initial questions dwelled on the information of the earlier school, the presence of the library and their likings to the library. When asked about the presence of the library in their earlier school, 167 students admitted that they did not have a library in their earlier school. 78 students shared that they had a library but the facilities and services were not up to the mark. Most of these students liked mainly the collection of that library and enjoyed reading alone but mentioned that they were not given regular access to the library and the collection, and they never heard the concept of information literacy.

In comparison, they were asked as to what they liked best about their present school, Adani Vidya Mandir. The response for the same is tabulated below.

**Table 2: Students likings about the present school**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Class** | **Timing** | **Infrastructure** | **Facilities** | **Teaching** | **All Options** |
| 5A | 8 | 14 | 16 | 30 | 7 |
| 5B | 25 | 22 | 33 | 30 | 19 |
| 6A | 16 | 25 | 31 | 30 | 14 |
| 6B | 22 | 25 | 28 | 31 | 22 |
| 7A | 11 | 24 | 29 | 30 | 10 |
| 7B | 8 | 27 | 31 | 33 | 8 |
| 8 | 11 | 22 | 32 | 34 | 9 |
| **Total** | **101** | **159** | **200** | **218** | **81** |

81 students like all aspects mentioned namely timings, facilities, infrastructure and teaching in Adani Vidya Mandir school, while 200 students like facilities, 159 like infrastructure 218 like teaching, and 101 like timings about the school.

When specifically asked how much they like coming to the school library, 235 of the 245 students have expressed that they enjoy coming to the library and reading books very much. 13 students have said that they like coming to the library but to a little extent.

**Table 3: Students likeability to visit to the Library**

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Very much | A little | Not much |
| 5-A | 37 | 0 | 0 |
| 5-B | 37 | 0 | 0 |
| 6-A | 33 | 0 | 0 |
| 6-B | 32 | 1 | 0 |
| 7-A | 31 | 2 | 0 |
| 7-B | 32 | 3 | 0 |
| 8 | 33 | 4 | 0 |
| **Total** | **235** | **10** | **0** |

The students have the opportunity to visit the library as per their class time table compulsorily twice a week and unscheduled visits during the breaks. To understand, what do they enjoy most doing their visits, the students were asked to tick those activities that they like doing in the library and the response for the same is presented in the pie chart below.

**Figure 1: Activities in the Library**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |

150 students mentioned that they like all the activities like visiting the library, reading books, learning library skills, book mark project, talking to the library staff, etc. The option reading books had around 80 students ticking it. Learning new library skills was ticked by 57 students. Book Mark project had 54 students liking to be a part of it. 49 students just like to visit the library. Making book reports and reviews was enjoyed by 45 students. 34 students visit the library to talk to the library staff and 23 students expressed that they meet new friends in the library.

An effort was made to check how much the students liked reading before they came to Adani Vidya Mandir. 98 students said that they did like reading even before they came to Adani Vidya Mandir. When asked orally they said that most of the time they went to the library to read for leisure and did not read for collecting information for projects and assignments.

The next question was to collect information from the students to know how much they liked reading after coming to Adani Vidya Mandir. The students response to both of these questions has been presented in the form of bar chart presented below.

**Figure 2: Comparison of reading habits**

230 students said that they liked reading much more after coming to Adani Vidya Mandir library. 14 students mentioned that they liked coming to the library a little. one student expressed that he did not like much to come to the library. Apart from reading for leisure they were explicit about the fact that they were being able to collect information from the books they read, compile information for various purposes including for presentation of class assignment, term end projects, daily assemblies, class quizzes, etc. as they have now acquired the skills for searching the information.

Since the students got a chance to issue books every week throughout the academic year and they kept the details of the books they issued in their almanacs, they were asked to write the number of the books that they issued and read. 114 students reported that they read more than 30 books from their school library in the past one year in contrast to 10 books that they read which they did not borrow from the school library. When asked to rate themselves as to how good a reader did they thought of themselves, 82 students considered themselves as excellent readers while 136 students considered themselves as very good readers.

When asked as to whether joining Adani Vidya Mandir and getting access to library and resources has made any difference to their reading and their studies,

217 students felt that getting access to the library and resources has made a lot of difference to their reading and their studies. 25 feel that the library has made only a bit of difference. While 3 feel that library has not made much difference to them. The same is presented in the pie chart below.

**Figure 3: Impact of the Library**

In order to find out why they visit and what they do in the library during their non scheduled library periods, some observed reasons were given for the students to choose from and the response for the same is as below.

**Figure 4: Reading Choices**

As the curriculum requires the students to submit assignments and projects for every term in various subjects, students use the library resources extensively for many purposes. The statistics of the same is presented in the below table.

**Figure 5: Usage of Resources for Curriculum Purpose**

Out of the six options given, 222 Students informed that they like use the library to find information for their projects and assignments' related topics. 176 students use the library to complete class assignments.155 students like to collect information as add on to textbook learning. 141 students like to collect add on information to support classroom teaching. 131 students like to use the resources to complete curriculum related work. 194 students like to find words, meanings and places in the library from the resources. This indicates that students use the library for multiple purposes.

When asked to evaluate themselves by ticking certain observations they had seen in their reading habits, having been a part of the school for the past three years, the students responded as below.

**Figure 6: Changes in students reading habits**

It was observed that 228 students expressed that they read more books than they did earlier. 223 students ticked that they now read books by different authors. 185 students admitted that they talk about books more with their family and friends. 210 students informed that they visited the library more often now. 165 students read more often with my friends and family. 210 students read more books at school now. 188 students find it easier to find books in the library now.

Students were asked to choose the information literacy skills that were imparted to them. The details of the same are furnished below.

**Figure 7: Usefulness of the Information Literacy Skills**

138 students feel that all the skills taught to them have been helpful to them. 66 students feel that skills regarding the types of resources available in the library was helpful. 68 students felt that parts of the book and their uses was useful. 62 students felt that information about different types of reference resources was helpful. 68 students felt that skills about the different types of books was helpful. 36 students expressed that knowledge about different types of periodicals was helpful. 45 students expressed that Áuthor of the month information was of use to them to identify which genre to read from and the person who has written it. Only 35 students enjoyed the activity of finding nouns, adjectives and verbs from the books they read. It shows that students detest any kind of curriculum related activity if attached with their leisure reading. 62 students expressed that they enjoyed writing book reports. 53 agree that skills regarding the access points for finding information in various sources is of great help to them. 81 students value the imparting of information search skills more. 49 students felt that understanding the organization of the library resources both fiction and non-fiction was helpful to them. 59 felt the skills to differentiate the different types of fiction and non-fiction was useful to them.

The students are encouraged to pursue the co-scholastic skills like sports, arts, music, etc. since the school is the major avenue for these students to follow up their passions and goals without having to bear any additional cost. There are specialized coaches for sports like table tennis, chess, basket ball, cricket, etc. who come in thrice a week to train the students.. The library is exploring the possibility of organizing the ‘Reading Circle’ for those students who may not be interested in the above mentioned activities but would like to pursue their hobby of reading and sharing. When asked whether they would like to be a part of such venture, 227 students expressed their desire to be a part of the Reading Circle at the school library.

To get a feedback about the assistance given by the library staff, the students were asked as to whether they get guidance from the library staff, 198 students felt that they get the required guidance from the library staff. 47 students felt that they get little guidance.

**7 Discussion**

Based on the above analysis and presentation of data, certain observations made by the author and inferences drawn are presented in this section in the form of discussion.

The facts that have been considered while doing this study is that these children are selected with the criteria that their parents have an annual income of one lakh rupees ($2000) or less than that and the students clear the scholastic test meant for eight year olds as a basic requirement to get admission in class three. The school has a system where in the staff goes for verification of the background of those children who satisfy the admission criteria and clear the test. Only when convinced of the background, the parents of the shortlisted students are called for a personal interaction and then admission is granted. Every class has maximum of 40 students and minimum of 34 students. Most of the classes have two divisions. The school is day boarding with the students coming in at 7.30 a.m. and leaving at 4.00 p.m. and the students have their breakfast, lunch and evening snacks in the school itself. The school provides two sets of uniform and the required stationery for the whole academic year to the students.

The senior library was created recently, a few months back as an essential requirement for the CBSE inspection for affiliation to start classes eleventh and twelfth. Hence, throughout the study, the library is referred in a singular tone as the junior library was used by all the students. The minimum standards regarding the collection, furniture, staff, systems, etc is taken care of in the library.

The sample of the study indicates that the ratio of boys to girls is 2:1. Most of the population in this economic strata is uneducated and some have the minimum literacy of class tenth. Very few parents have a degree of under graduation level. Coupled with this, certain social taboos prevent many from sending girls to school. This may be the reason for the skewed ratio of boys to girls.

The students come from varied schools, some informal community schools, some state board schools, some from other CBSE schools, etc. When asked to mention what they liked best about the school, the response of the students was a surprise. Most of the time, the emphasis is on scholastic subjects. So the students tend to rate a school on the basis of the overall teaching in the school. Thus, the option of teaching is selected by most of the students as the best aspect of the school and facilities is second most selected option as their basic needs like timely food, uniform, transport, stationery, etc. Then, the consideration is given to the infrastructure of the school and lastly the timings as most students detest the long hours at school.

Focussing on the facility of the libraries in the school and the usage of the same, the students very categorically mentioned that visiting the library during their scheduled periods and during the lunch breaks and other breaks is what they like most. The pleasure of taking books home to read and sharing them with their families and learning the library and information skills attracts the students. Also, the open access system that is followed and the presence of staff to assist them to choose books and help them understand had a clear impact on them.

A collage of activities which have been consistently practiced in the library for the past three years has resulted in nearly 50% of the students stating that they like all the activities carried out in the library. 32% of the students enjoying reading books, more than the other activities. 13% of the students like to interact with the library staff. It has been observed that some students feel safe to discuss their family issues with the library staff as there are very few chances of the parents meeting the library staff during parent teacher meetings and the matter stays between the two concerned parties only. Also the belief that, the staff has extensive knowledge about various resources, some students trust and seek the library staff’s help for finding information for their projects and assignments more than the concerned subject teacher.

The question regarding their liking for reading in their previous school and in their present school shows that 40% students did like reading well before they were given access to their present school library but the difference that they found was in the integration of the library as a regular period in the week, allowing them to borrow the books home, allowing them to use the library during their free time and imparting of the information literacy skills has them hooked for academic as well as leisure purpose.

The firm belief that the students should be exposed to all kinds of books, be it folktales, hobbies, biographies, history, science, etc in the library and taking every kind of book on a rotational basis saw an avid interest in the students borrowing books and making an attempt genuinely to read the book in spite of the language limitations. Most of the students returned the books regularly every week and borrowed new books and made an attempt to use the information gathered for their day to day academic requirements and routines. Apart from an average of borrowing of thirty books per year from the library, some students have also made efforts to read books from other sources like relatives’ and friends’ personal collection, public library, etc. It is rewarding to see that the reading bug has caught on and the students are moving in the right direction.

Compulsory orientation programmes, regular information literacy imparting, constant interaction during free time with the students in the library, use of information for their curriculum requirement has increased the confidence level in the students and more than 50% of the students consider themselves as very good readers while 33% of the students consider themselves as excellent readers.

The very purpose of the library in a school is primarily to help students in their academics and when asked as to indicate the kind of difference the library has made to their grades is worth noting. Nearly 89% express that getting access library and the resources has made a lot of difference to the reading and their performance in the academics. The purpose of the library is fulfilled to the optimum extent with this kind of response.

Since every class compulsorily gets two library periods in a week to read and collect the requirement information, students still make a bee line to the library during the breaks. Though there are excellent indoor sports facilities, outdoor sports facilities, art centre with trained faculty, open access to musical instruments and trained music faculty, it is amazing to note that the daily log maintained by library shows around 25 students accessing the library during any one of the three breaks. The observed reasons were listed and the responses varied from the students stating that they always find something new from the book they read, reading make them happy and light to reasons like reading books that they have never read before and more books now as they have full access to the library and resources at present. Probably the pleasure of discovering by themselves, the satisfaction of learning new things at their own pace and being encouraged to look through the window to the different world other than theirs, might draw them to use the library during the non scheduled periods.

In order to understand how students make maximum use of the library reference sources for their curriculum related work, a question was asked pertinent to the specific use of the library. Most students ticked the option of finding information for their projects followed by students using the basic reference sources like dictionary, encylopedia, atlas, thesaurus and yearbooks to the optimum extent. Lack of resources at home and being unable to buy outside motivates the students to complete class assignments in the library itself. The curiosity to understand concepts better, students do come to the library and collect information related to textbooks and classroom teaching.

When asked to jot the noticeable difference in certain areas of their reading habits and preferences maximum students agreed to the fact that they read more books than they did earlier. Many students agreed that they read works by different author and the reason may be the activity of introducing a new author every month and reading the author’s work and displaying the works. This to a great extent gives them a broad perspective of different cultures and countries, thoughts and beliefs. Most students visit the library more often and read more books too. Many students share their readings with their family and friends. Many expressed that they find books more easily now and they talk to the library staff more often after three years of continuous and consistent access.

More than 50% of the students find most of the information literacy skills helpful as they find it easier to locate the right resources and extract the relevant information and organize and present in the required format of the project or assignment. Explaining the different resources available in the library, the categories of fiction and nonfiction resources, the different types of reference sources and their use, periodicals and newspapers and their use, teaching them to write book reports and reviews, finding Nouns, Adjectives and Verbs (NAV) from the story books they read to improve their grammar skills, the arrangement of the resources on the library shelf namely the Dewey Decimal Classification and practical based on it all have a great impact on the students in various degrees. Nearly 93% of the students expressed their willingness to be a part of the ‘Reading Circle’ which right now is a sort of reading club for teachers only in the school.

The students were upright in their response when they expressed they need more help from the library staff which even the staff is aware of. The lack of integration of the subject or curriculum periods with the library hampers the guidance factor. The library staff has other obligatory duties in the school which pulls them away from the library and the library remains without the staff. The students daily schedule is packed with lot of scholastic and co-scholastic activities which keeps them occupied and hinders them to collect information for their academics. When asked to suggest any improvements that the students would like to have in the library regarding the collection, services and infrastructure most of the students have written that they don’t want to suggest anything as they are grateful to all that is being provided to them.

When asked to write about any one book that has made a mark on their life and helped them to deal with either a social, emotional or academic problem, the response was overwhelming. At the orientation programme at the start of the academic year, the concept of ‘Bibliotheraphy’ is shared with them in a subtle way. It has really showed results when many students have shared in some extremely touching incidents and resources. Since the compilation of all of these is outside the scope of this study, the author has considered only the genre and oft repeated resources in this context. The biographies, the fairy tales, mythology, sports resources, hobbies are the most prominent resources which have a therapeutic effect on most of the students besides the big books of realistic pictures like the Guinness Book of Records, Natural Wonders, etc. To note a few examples, a student of class eight had vividly described how she got over her habit of telling lies after reading ‘My experiments with the truth’, an autobiography of Mahatma Gandhi. Another student had talked about reading the all time classic Robinson Crusoe and being motivated to develop determination and courage to face every challenge in life. Another student of class sixth discussed how reading ‘Ugly Duckling’ over and over again helped her to realize the reality of life that inspite of not being very good looking she would one day aim to be a beautiful swan and do extraordinary work. Another student who could not handle the failure of not winning a medal in the annual sports day meet turned to a book on ‘Origami’ and cultivated the passion to making various paper items and enjoys immensely his creative side are some of the success stories. To summarise this effect, most of the life skills be it creative thinking or critical thinking, interpersonal or intrapersonal skills, decision making or problem solving, empathy or effective communication library is definitely the first place where the students learn by themselves for a long lasting effect.

**8 Conclusion**

Educational initiatives by corporate houses especially for the students coming from low income group is slowly picking up in India, in the form of Corporate Social Responsibility. The potential of many young people would go unnoticed in the absence of such initiatives which make a huge difference to the student as well as his or her family. The library as one of the success factor in schools is an established truth. This study was just another effort to show the impact of library and information literacy on the young people who go on to achieve with the right attitude, focussed guidance, emotional support by the library staff. Evaluating the library and its services was a lesson for the researcher too as it showed where as an educator, by simply carrying out ones professional activities with precision and adhering to certain principles, one can go beyond certain factors and bring out the best in students, thus playing an active role in nation building.

Ralph Ellison says ‘Education is all a matter of building bridges’. We as teacher librarians have a great opportunity to build as many bridges as possible between our treasure of students and the amazing resources. Then the real purpose of education may be achieved in this ever changing canvas of the information world and the satisfaction of being in the profession and contributing our tiny bit can be realized.

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**About the Author**

Ms. Rashmi Kumbar holds a Masters Degree in Library and Information Science and is working with Adani Vidya Mandir as a Teacher librarian. She is passionate about school libraries and their role in developing the overall personality of the students. She has won the ‘Lead Learner Award 2004’ in her previous workplace. Her paper titled ‘Application of Howard Gardner’s Multiple Intelligence Theory for the Effective Use of Library Resources by K-2 Students: An Experimented Model’ was presented at the 72nd IFLA General Conference, Seoul in 2006.She has to her credit over 15 research papers presented at national and international conferences including two at IASL Annual conferences. She is an enthusiastic member of International Association of School Librarianship. Currently she is pursuing her PhD from the University of Pune, India, in the area of Developing National Science Digital Library of Indian resources for Children.