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IMPACT OF LIBRARY AND INFORMATION SERVICES ON THE PERSONALITY DEVELOPMENT OF THE SPECIALLY-ABLED STUDENTS IN KARNATAKA: A COMPARATIVE STUDY

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Abstract

Students with Special Needs are a specific group of students who need additional assistance due to physical, intellectual or mental disabilities and limited physical development. The study examines a comparative study of the impact of library and information services on the personality development of specially-abled students in Karnataka. For this study, data were collected using quantitative and qualitative methods of in-depth interviews, survey methods, and focus group discussions on collecting data from a sample of 36 specially-abled school librarians/in charge in Karnataka. This study is confined to visually impaired schools and hearing impaired schools only. The study findings showed that there was a positive impact of library services on both categories of respondents. However, their challenges rely on their personality development process because they lack modern facilities, hearing loss, and blindness due to less supportive school infrastructures. The study highlights the impact of library and information services on the personality development of specially-abled students. It suggests better library and information services in the contemporary digital and electronic environment. The school libraries under the study should switch over from the traditional environment to the modern ICT environment to cope up with the ever-changing world.

KEYWORDS: Library, School Library, personality development, visually impaired schools, hearing-impaired schools, Karnataka.

INTRODUCTION

Specially abled people are also an important part of our present society. They have equal rights which are given to normal people. They also have the right to live with honour, grace and dignity. However, it is a fact that specially-abled people are useless unless their transformation happens through special education. It is the special education that recognizes immobilized as the special ones in the mainstream society. The study was an attempt to know the impact of the library and information services on the personality development of specially abled students. The present study was subject to certain ethical issues. School staff, authority, teachers, principal, and students were fully informed about the aim of the present work, while they were assured and reassured that their responses were treated as very confidential and used only for academic/present research work purposes only. The study is highly relevant in the present scenario. It is essential to make a study to identify the information requirements and seeking approach of the specially-abled students. The study would help get a relatively good idea of the present status of library and information services for the specially-abled students and their information requirements. The study would be helpful to those who propose to launch special libraries and those already in the area. Therefore, the study's outcome would, it is hoped, provide valuable information to the academicians, librarians, sociologists, and the government. Today, with the advent of Information and Communication Technology (ICT), people with disabilities such as visual impairment and hearing impairment can undertake their education as their nondisabled counterparts do. With the help of Assistive Technology (AT), people with visual impairment can read the printed books. People with hearing impairment can communicate effectively with the teachers and their peers (which was not possible earlier). The present study has revealed that the libraries attached to the special education schools (irrespective of the category of disability) face similar challenges such as: poor infrastructure, insufficient funds, lack of trained professionals etc. The school management should approach the government officials and convince them about the importance of having good and resourceful libraries in the special schools and procure financial resources to improve the present situation. Only then, schools can transform the lives of people with disabilities and help them join the mainstream of society.

ROLE OF LIBRARY IN PERSONALITY DEVELOPMENT

A library is a means of access to information, ideas and works of imagination. The purpose of a library in human personality development is to educate the community in the widest sense. Personality development is defined as a method of developing and enhancing ones personality. Personality development supports an individual to increase confidence and high self-esteem. Personality development also is said to have a positive impact on one's communication skills and the way he sees the world. Individuals tend to develop a positive attitude as a result of personality development.

REVIEW OF LITERATURE

C.A. Shahand C.V. Bankar (2018) conducted study on role of library in personality and skill development of users the study describes the purpose of a library in human personality development is to educate the community in the widest sense. Society consists of various groups of community belonging to one or other social group. Different skills must obtain information relating to the internal and external environments of Library information science and should acquire the knowledge and skills such as leadership, team building, management etc.

Nath (2015) discussed the importance of libraries in promoting quality growth in high schools and other post-secondary educational institutions. To better understand the function of libraries in the Kokrajhar area, data were gathered from 600 Higher Secondary students. The study found that libraries lack the resources necessary to satisfy pupils. The literature offered were outdated and unfit for use, and schools lacked librarians.

Selva Kumar (2015) conducted a study on the present state of high school and higher secondary school libraries in Tamil Nadu's Karur district. The research examined the library's infrastructure, finances, services, staff organization, and patrons. The research discovered that most government schools lack a distinct library facility and lending services, representing the school library's general inadequacy. The private school's circumstances were likewise almost identical. The research recommended that school libraries be strengthened for the benefit of students and staff in order to foster a knowledge society.

OBJECTIVES OF THE STUDY

- To examine the impact of library and information services on the personality development of the specially-abled students in Karnataka.
- To conduct comparison research to ascertain the impact of library and information services on the personality development of the specially-abled students in Karnataka
- To know the present status of school libraries.
- Finally, based on the above, to suggest best practices to be followed in the libraries to provide optimum services to the user community in the era of the ICT.

SCOPE AND LIMITATION OF THE STUDY

The present study is confined to the impact of library and information services on the personality development of specially-abled students in Karnataka. The data collected is from selected 36 specially-abled schools in Karnataka. The study focuses on specially-abled schools. There are various types of specially-abled schools; however, this study is confined due to the time limit of physically disabled schools, such as visually impaired and hearing impaired schools only.

DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation is one of the most crucial and central steps of any research conducted, and undoubtedly, it is the heart of any research. After collecting data with the help of relevant and appropriate tools and techniques, the next and most important step is to analyze and interpret the collected data with a vision and mission to solve the problem.

TABLE 1 VISUALLY IMPAIRED SCHOOLS SURVEYED FOR THE STUDY

S No	District	Taluk	School Name	Established	Library
1.	Mysore	Mysore	Government School for Blind (Boys)	1901	Yes
2.	Mysore	Mysore	Ranga Rao Memorial School for Blind (Girls)	1988	Yes
3.	Hubli	Hubli	Government School for Blind Children (Boys)	1955	Yes
4.	Hubli	Hubli	Sadguru Siddaroodh Blind School Hubli	2000	Yes
5.	Gulbarga	Gulbarga	Government School for Blind Children	1961	Yes
6.	Belagavi	Belagavi	Maheshwari School of Blind Children	1978	Yes
7.	Vijapur	Vijapur	Sri Shivasarana Haralaiah Vidyavardhaka Blind Children	1990	Yes
8.	Tumkur	Tumkur	Sri Siddaganga Blind School	1978	Yes
9.	Kunigal	Kunigal	Karnataka Navachetana Blind School	1999	Yes
10.	Chikkamagalore	Chikkamagalore	Ashakirana Blind School	1990	Yes
11.	Shimoga	Shimoga	Sharada Devi School for Blind Children	1986	Yes
12.	Raichur	Raichur	Shri Manik Prabhu Academy for Blind	2005	Yes
13.	Bidar	Maniknagar	Shri Manik Prabhu Blind School	2001	Yes
14.	Haveri	Haveri	Gnanajyothi Blind Children School	2007	Yes
15.	Mundagod	Mundagod	Jnana Prajna Blind School	2001	Yes
16.	Ramanagara	Ramanagara Taluk	JSB Free Residential School for Blind	1988	Yes
17.	Sidlaghatta	Sidlaghatta	Ashakiran Blind School	1991	Yes
18.	Chitradurga	Chitradurga	Tikshna Special School For Blind	2000	Yes

Data Inference: Table 1 lists the schools that responded to the survey, including 18 selected school libraries. The Government Blind School in Mysore was the oldest in the survey. It was founded in the year 1901. The department of empowerment of differently-abled and senior

citizens of the government of Karnataka is in authority to run the schools. For visually impaired students, the library resources and services must be designed to reflect their reading preferences. It is a happy note that all specially abled schools (VI) having school library.

TABLE 2 HEARING IMPAIRED SCHOOLS SURVEYED FOR THE STUDY

S No	District	Taluk	School Name	Established	Library
1.	Vijayapura	Sindagi	Parmanand Jana Seva Sikshan Samiti School for Deaf and Dumb School	1993	Yes
2.	Gadag	Shirahatti	Shri B D Tatti Residential School for Hearing Impairment, Lakshmeshwara.	1996	Yes
3.	Mandya	Shrirangapattana	Manfort School for the Disabled, Belagola.	1998	Yes
4.	Gadag	Rone	Shri Annaddaneshwar School for Deaf, Naregal.	1990	Yes
5.	Dharwad	Dharwad	Honnamma Education Society School for Deaf	1976	Yes
6.	Tumkur	Tumkur	Indian Redcross Society Deaf School, Belagumba,	1983	Yes
7.	Mysore	Mysore	Govt Deaf School Mysore.	1905	Yes
8.	Kalburgi	Kalburgi	Govt School for Deaf Kalburgi.	1971	Yes
9.	Bidar.	Basavakalyan	Shraddanjali Deaf Primary School Basavakalyan.	1991	Yes
10.	Haveri	Shiggaon	Shri Ganayogi Pandit Panchakshari Gavayigal Deaf and Dumb School	1990	Yes
11.	Mysore	Mysore	Mercy Residential School for Hearing Impaired Srirampura	1985	Yes
12.	Mysore	Mysore	Sairanga Deaf Boys School Mysore	1990	Yes
13.	Gulbarga	Gulbarga	Anjana Deaf Girls Schools Gulbarga	1990	Yes
14.	Chitradurga	Challakere	Deaf and Dumb Children School Challakere	2000	Yes
15.	Udupi	Kundapur	Vagjyothi Deaf School Amparu.	2000	Yes
16.	Dharwad	Hubali	Priyadarshini deaf and Dumb School Hubali	1989	Yes
17.	Uttarakannada	Sirasi	Mahadevbhatt koors Deaf School Sirasi	1986	Yes
18.	Davanagere	Davanagere	Mouneshwara Deaf School Davanagere	1987	Yes

Data Inference: Table 2 shows the school surveyed for the study; 18 selected school libraries in Karnataka. The oldest school in the survey was Government deaf school Mysore, established in 1905. It is run by the empowerment of the differently-abled and senior citizens department, the government of Karnataka. The library collections and services must reflect how the hearing impaired student reads in a school for the hearing impaired. As gateways to knowledge, the

library and learning resource center play a fundamental role in the institution. The services and resources they offer create opportunities for learning, support literacy, education, and help shape new ideas and perspectives significant to a resourceful and innovative society. It is a happy note that all specially abled schools (HI) having school library.

TABLE-3 SPECIALIZED SERVICES OF THE LIBRARY (V.I)

SCHOOLS FOR THE V.I			
S No	Specialized Services	YES	No
1.	Library Automation	00 (00%)	18 (100%)
2.	Subscription to accessible e-text, e books, websites	00 (00%)	18 (100%)
3.	Audio-Visual Materials	18 (100%)	00 (00%)
4.	Assistive Technologies	18 (100%)	00 (00%)
5.	Qualified Librarian	00 (00%)	18 (100%)
6.	Library staff with Training in Computer Application	00 (00%)	18 (100%)

Data Inference: Table No 3 provides information on the specialized services offered by the libraries attached to the Special Schools for the VI. The facilities such as Assistive Technologies (100%) and Audio Visual Materials (100%) were available in all the libraries. However, the libraries were lacking in the areas of : Library Automation (0%), Subscription to E-Journals and E-books (0%), Qualified Librarian (0%), Library Staff with Training in Computer Applications (0%). It is very disappointing to note that that the libraries attached to the special schools for the VI have failed to utilize the power of ICT.

TABLE-4 SPECIALIZED SERVICES OF THE LIBRARY (H.I)

SCHOOLS FOR THE H.I.			
S No	Specialized Services	YES	No
1.	Library Automation	00 (00%)	18 (100%)
2.	Subscription to accessible e-text, e books, websites	00 (00%)	18 (100%)
3.	Audio Visual Materials	18 (100%)	00 (00%)
4.	Assistive Technologies	18 (100%)	00 (00%)
5.	Qualified Librarian	00 (00%)	18 (100%)
6.	Library staff with Training in Computer Application	00 (00%)	18 (100%)

Data Inference: Table No 4 provides information about the specialized services available in the libraries attached to the Special Schools for the HI. In this category too, the libraries have made provision for few things such as Assistive Technologies (100%) and Audio Visual Materials (100%) but however, no library had the following facilities/ services: Library Automation (0%), Subscription to E-journals and E-books, Qualified Librarian (0%) and Library Staff with Training in Computer Applications (0%). Though the special library needs of the people with HI are limited as compared to the people with VI, there is a need to utilise the ICT effectively to provide quality library services.

**TABLE-5 SPECIALIZED SERVICES OF THE LIBRARY (V.I)
(COMPARATIVE ANALYSIS)**

SCHOOLS FOR THE V.I.				SCHOOLS FOR THE H.I.			
S No	SPECIALIZED SERVICES	YES	No	S No	SPECIALIZED SERVICES	YES	No
1.	Library Automation	00 (00%)	18 (100%)	1.	Library Automation	00 (00%)	18 (100%)
2.	Subscription to accessible e-text, e books, websites	00 (00%)	18 (100%)	2.	Subscription to accessible e-text, e books, websites	00 (00%)	18 (100%)
3.	Audio Visual Materials	18 (100%)	00 (100%)	3.	Audio Visual Materials	18 (100%)	00 (00%)
4.	Assistive Technologies	18 (100%)	00 (100%)	4.	Assistive Technologies	18 (100%)	00 (00%)
5.	Qualified Librarian	00 (100%)	18 (100%)	5.	Qualified Librarian	00 (00%)	18 (100%)
6.	Library staff with Training in Computer Application	00 (00%)	18 (100%)	6.	Library staff with Training in Computer Application	00 (00%)	18 (100%)

Data Inference: Table No. 5 presents the comparative analysis of the data collected from both the categories of schools on the provision of various specialised library services. There is a similarity in both the groups in terms of providing specialised library services. All the libraries in both the groups had made provision for Assistive Technology (VI 100%, HI 100%) and Audio Visual Materials (VI 100%, HI 100%). However, no library in both the groups had the following services or facilities on offer: Library Automation (VI 0%, HI 0%), Subscription of E-journals and E-books (VI 0%, HI 0%), Qualified Librarian (VI 0%, HI 0%) and the Library Staff with Training in Computer Applications (VI 0%, HI 0%). As discussed in the previous paragraphs, the ICT has enabled the libraries to offer various new services which can be utilised by the libraries attached to the special schools to strengthen their services.

**TABLE-6 IMPACT OF LIBRARY SERVICES ON THE PERSONALITY
DEVELOPMENT OF THE STUDENTS (V.I)
(SCHOOL LIBRARIANS/LIBRARIAN-INCHARGE OPINION)**

SCHOOLS FOR THE V.I						
S No	Impact of Library Services on the Personality Development of the Students	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Creating Positive attitude towards learning	00 (00%)	00 (00%)	00 (00%)	11 (61.1%)	07 (38.9%)
2.	Building confidence on academic aspects	00 (00%)	00 (00%)	00 (00%)	10 (55.6%)	08 (44.4%)
3.	Creating interest and involvement in the subjects	00 (00%)	00 (00%)	00 (00%)	12 (66.7%)	06 (33.3%)
4.	Helping in completing assignment, project,etc.	00 (00%)	00 (00%)	00 (00%)	14 (77.8%)	04 (22.2%)
5.	Improving the subject knowledge	00 (00%)	00 (00%)	00 (00%)	16 (88.9%)	02 (11.1%)
6.	Helping in examination preparation and study	00 (00%)	00 (00%)	00 (00%)	14 (77.8%)	04 (22.2%)
7.	Achieving higher marks grades in the examination	00 (00%)	00 (00%)	00 (00%)	15 (83.3%)	03 (16.7%)
8.	Developing competence	00 (00%)	00 (00%)	04 (22.2%)	12 (66.7%)	02 (11.1%)
9.	Knowing strengths and weaknesses in information use	00 (00%)	00 (00%)	04 (22.2%)	13 (72.2%)	01 (5.6%)
10.	Enhancing the information seeking behavior	00 (00%)	00 (00%)	02 (11.1%)	12 (66.7%)	04 (22.2%)

Data Inference: Table No 6 provides a vital information on the impact of library services on the personality development of the students with VI. Around 10 statements were given in the questionnaire and the respondents were asked to rate their responses as per the priority. About 61.1% of the respondents were in agreement with the statement that the library helped them in ‘creating positive attitude towards learning’. About 38.9% of the people expressed their strong agreement to this statement. Overall, all the respondents (100%) expressed their support to this statement. Libraries strive hard to create positive impact on the users and this fact is once again proved here in this study. About 55.6% of the respondents supported the statement that the library helped them in ‘building confidence on academic aspects’. About 44.4% of the

respondents expressed their strong agreement to this statement. The results show that the impact of libraries is very high on the people with VI. 'Creating Interest and Involvement in the Subject' was another statement to which about 66.7% of the respondents expressed their agreement. About 33.3% of respondents expressed their strong agreement to this statement which indicates a positive impact of the libraries on the lives of the students with VI. About 77.8% of respondents opined that they were in agreement with the statement that the library helped them in 'completing the assignments, projects etc'. Another 22.2% of the respondents strongly supported this view. A majority of the respondents with VI (88.9%) spoke in support of the statement that said that the library helped them in 'improving the subject knowledge'. The remaining 11.1% of the respondents strongly expressed their support to this statement. About 77.8% of the respondents said that they were in agreement with the statement that the library helped them in 'the preparation for examination and study' and the remaining 22.2% of the respondents strongly supported this statement. It was an indication of the strong impact that library had on the people with VI. A majority of the respondents (83.3%) said that they agree with the statement that the library helped them in 'achieving higher marks/ grades in the examination'. The remaining 16.7% of the respondents strongly supported this view. Libraries provide a very peaceful environment for the students to study and prepare for their examination and this fact can be seen in the findings of this study where the people with VI have confirmed this fact. 'Developing Competencies' was another area where the respondents felt the contributions of the library. A majority of the respondents with HI (66.7%) perceived that the library contributed towards developing competencies in them and about 11.1% strongly supported this statement. About 22.2% of the respondents remained neutral to this statement. A majority of the respondents (72.2%) expressed their support to the statement that said that the library helped them in 'knowing their strengths and weaknesses in information use'. Through Library Orientation/ Induction Programmes, the libraries try to educate the users with HI in using information resources effectively. The users realize their limitations after attending such programmes. About 5.6% of the respondents strongly supported this view and about 22.2% of the respondents remained neutral to this statement. A majority of the respondents with HI (66.7%) were in agreement with the statement that said that the library helped them in 'enhancing the information seeking behaviour'. This statement was strongly endorsed by about 22.2% of the respondents. However, about 11.1% of the respondents remained neutral to this statement.

**TABLE-7 IMPACT OF LIBRARY SERVICES ON THE PERSONALITY
DEVELOPMENT OF THE STUDENTS (H.I)**

(SCHOOL LIBRARIANS/LIBRARIAN-INCHARGE OPINION)

SCHOOLS FOR THE H.I						
S No	Impact of Library Services on the Personality Development of the Students	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	Creating Positive attitude towards learning	00 (00)	00 (00)	00 (00)	15 (83.3)	03 (16.7)
2.	Building confidence on academic aspects	00 (00)	00 (00)	00 (00)	14 (77.8)	04 (22.2)
3.	Creating interest and involvement in the subjects	00 (00)	00 (00)	00 (00)	17 (94.4)	01 (5.6)
4.	Helping in completing assignment, project,etc.	000 (00)	00 (00)	00 (00)	16 (88.9)	02 (11.1)
5.	Improving the subject knowledge	00 (00)	00 (00)	00 (00)	17 (94.4)	01 (5.6)
6.	Helping in examination preparation and study	00 (00)	00 (00)	00 (00)	16 (88.9)	02 (11.1)
7.	Achieving higher marks grades in the examination	00 (00)	00 (00)	00 (00)	16 (88.9)	02 (11.1)
8.	Developing competence	00 (00)	00 (00)	04 (22.2)	13 (72.2)	01 (5.6)
9.	Knowing strengths and weaknesses in information use	00 (00)	00 (00)	03 (16.7)	13 (72.2)	02 (11.1)
10.	Enhancing the information seeking behavior	00 (00)	00 (00)	01 (5.6)	15 (83.3)	02 (11.1)

Data Inference: Table No 7 provides information on the impact of library services on the personality development of the students with HI. In this group too, the respondents have expressed their agreement to various statements made in the questionnaire. About 83.3% of the respondents were in agreement with the statement that the library helped them in ‘creating positive attitude towards learning’. The remaining 16.7% of the people expressed their strong agreement to this statement. Overall, all the respondents (100%) expressed their support to this statement. This is an indication that the libraries have made a positive impact on the lives of the people with HI. About 77.8% of the respondents admitted that that the library helped them

in 'building confidence on academic aspects'. About 22.4% of the respondents strongly seconded this view. The results show that the impact of libraries is very high on the people with HI. 'Creating Interest and Involvement in the Subject' was another statement to which about 94.4% of the respondents expressed their agreement. About 5.6% of respondents expressed their strong agreement to this statement which indicates a positive impact of the libraries on the lives of the students with HI. About 88.9% of respondents said that they were in agreement with the statement that the library helped them in 'completing the assignments, projects etc'. Another 11.1% of the respondents strongly supported this statement. It's a fact that the students spend most of their time in the libraries preparing the assignments and project works. It's once again confirmed with the findings for this study. A majority of the respondents with HI (94.4%) confirmed that the library helped them in 'improving the subject knowledge' and the remaining 5.6% of the respondents strongly supported this statement. About 88.9% of the respondents said that they were in agreement with the statement that the library helped them in 'the preparation for examination and study' and the remaining 11.1% of the respondents strong supported this statement. It was an indication of the strong impact that library had on the people with HI. A majority of the respondents (88.9%) said that that they agree with the statement that the library helped them in 'achieving higher marks/ grades in the examination'. The remaining 11.1% of the respondents strongly supported this view. Libraries provide a very peaceful environment for the students to study and prepare for their examination and this fact can be seen in the findings of this study where the people with HI have confirmed this fact. 'Developing Competencies' was another area where the respondents felt the contributions of the library. A majority of the respondents with HI (72.2%) felt that the library contributed towards developing competencies in them and about 5.6% strongly supported this statement. About 22.2% of the respondents remained neutral to this statement. A majority of the respondents (72.2%) expressed their support to the statement that said that the library helped them in 'knowing their strengths and weaknesses in information use' . Through Library Orientation/ Induction Programmes, the libraries try to educate the users with HI in using information resources effectively. The users realize their limitations after attending such programmes. This could be the reason for the majority of people with HI expressing such feeling for the library. About 11.1% of the respondents strongly supported this view and about 16.7% of the respondents remained neutral to this statement. A majority of the respondents (83.37%) were in agreement with the statement that said that the library helped them in

‘enhancing the information seeking behaviour’. This statement was strongly endorsed by about 11.1% of the respondents. However, about 5.6% of the respondents remained neutral to this statement.

**TABLE-8 IMPACT OF LIBRARY SERVICES ON THE PERSONALITY DEVELOPMENT OF THE STUDENTS
(SCHOOL LIBRARIANS/INCHARGE OPINION)
(COMPARATIVE ANALYSIS)**

SCHOOLS FOR THE V.I							SCHOOLS FOR THE H.I					
S No	Impact of Library Services on the Personality Development of the Students	1	2	3	4	5	S No	1	2	3	4	5
1.	Creating Positive attitude towards learning	00 (00%)	00 (00%)	00 (00%)	11 (61.1%)	07 (38.9%)	1.	00 (00%)	00 (00%)	00 (00%)	11 (61.1%)	07 (38.9%)
2.	Building confidence on academic aspects	00 (00%)	00 (00%)	00 (00%)	10 (55.6%)	08 (44.4%)	2.	00 (00%)	00 (00%)	00 (00%)	10 (55.6%)	08 (44.4%)
3.	Creating interest and involvement in the subjects	00 (00%)	00 (00%)	00 (00%)	12 (66.7%)	06 (33.3%)	3.	00 (00%)	00 (00%)	00 (00%)	12 (66.7%)	06 (33.3%)
4.	Helping in completing assignment, project,etc.	00 (00%)	00 (00%)	00 (00%)	14 (77.8%)	04 (22.2%)	4.	00 (00%)	00 (00%)	00 (00%)	14 (77.8%)	04 (22.2%)
5.	Improving the subject knowledge	00 (00%)	00 (00%)	00 (00%)	16 (88.9%)	02 (11.1%)	5.	00 (00%)	00 (00%)	00 (00%)	16 (88.9%)	02 (11.1%)
6.	Helping in examination preparation and study	00 (00%)	00 (00%)	00 (00%)	14 (77.8%)	04 (22.2%)	6.	00 (00%)	00 (00%)	00 (00%)	14 (77.8%)	04 (22.2%)
7.	Achieving higher marks grades in the examination	00 (00%)	00 (00%)	00 (00%)	15 (83.3%)	03 (16.7%)	7.	00 (00%)	00 (00%)	00 (00%)	15 (83.3%)	03 (16.7%)
8.	Developing competence	00 (00%)	00 (00%)	04 (22.2%)	12 (66.7%)	02 (11.1%)	8.	00 (00%)	00 (00%)	04 (22.2%)	12 (66.7%)	02 (11.1%)
9.	Knowing strengths and weaknesses in information use	00 (00%)	00 (00%)	04 (22.2%)	13 (72.2%)	01 (5.6%)	9.	00 (00%)	00 (00%)	04 (22.2%)	13 (72.2%)	01 (5.6%)
10.	Enhancing the information seeking behavior	00 (00%)	00 (00%)	02 (11.1%)	12 (66.7%)	04 (22.2%)	10.	00 (00%)	00 (00%)	02 (11.1%)	12 (66.7%)	04 (22.2%)

Data Inference: Table No. 8 presents the comparative analysis of the data collected from both the groups of respondents on the impact of library services on their personality development. There is a similarity in both the groups as a majority of the respondents from both the groups ‘positively’ rated their responses for all the statements made in the questionnaire. Some of them are: ‘Creating positive attitude towards learning’ (Combined Score = VI 100%, HI 100%), ‘Building confidence on academic aspects’ (Combined Score = VI 100%, HI 100%),

‘Creating interest and involvement in the subjects’ (Combined Score = VI 100%, HI 100%), ‘Helping in completing assignments, projects etc (Combined Score = VI 100%, HI 100%), ‘Improving the subject knowledge’ (Combined Score = VI 100%, HI 100%), ‘Helping in examination preparation’ (Combined Score = VI 100%, HI 100%), ‘Achieving Higher Marks/ Grade (Combined Score = VI 100%, HI 100%), Developing Competencies (Combined Score = VI 77.8%, HI 88.9%), ‘Knowing strengths and weaknesses’ (Combined Score = VI 77.8%, HI 77.8%), ‘Enhancing the information seeking behaviour’ (Combined Score = VI 88.9%, HI 88.9%). The findings suggest that there was a positive impact of library services on both the categories of respondents.

MAJOR FINDINGS OF THE STUDY

- There is a similarity in both the groups as most of the respondents from both the groups ‘positively’ rated their responses for all the statements.
- It is a happy note that all specially abled schools (VI and HI) have a library.
- The findings suggest that there was a positive impact of library services on both categories of respondents.
- No library has automated his school library.
- No qualified school librarian in the school library.

RECOMMENDATIONS

- According to this study's findings, most schools do not have adequate resources to be used by specially-abled students. Based on this reason, an investigator suggests that the schools should be equipped with the appropriate assets like information resources, services, and modern and updated ICT infrastructure to meet up information needs of specially-abled students.

- The appointment of the qualified librarian is essential because school librarian works with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers on how to acquire, evaluate and use the information and the technology needed in this process, and introduces children and young adults to literature.
- Librarians should be equipped with special training programs to be able to handle specially-abled students properly.
- Add additional services with the help of assistive aids/ technologies, which helps increase students' confidence in using libraries.
- Libraries should always strive to bring out the utilization of the most efficient IT tools which could be a boon for the users including the students with disabilities.
- There should be user-oriented training and skill programs which should be organized by respective Institutions for the specially abled to overcome the fear of technology and get adapted to the hassle free, time saving and user friendliness advantages of the information technology tools.

CONCLUSION

Specially abled people are also an important part of our present society. They have equal rights which are given to normal people. They also have the right to live with honour, grace and dignity. However, it is a fact that specially-abled people are useless unless their transformation happens through special education. It is the special education that recognizes immobilized as the special ones in the mainstream society. The study was an attempt to know the impact of the library and information services on the personality development of Specially abled students. The present study was subject to certain ethical issues. School staff, authority, teachers, principal, and students were fully informed about the aim of the present work, while they were assured and reassured that their responses were treated as very confidential and used only for academic/present research work purposes only. The study is highly relevant in the

present scenario. It is essential to make a study to identify the information requirements and seeking approach of the specially-abled students. The study would help get a relatively good idea of the present status of library services for the specially-abled students and their information requirements. The study would be helpful to those who propose to launch special libraries and those already in the area. Therefore, the study's outcome would, it is hoped, provide valuable information to the academicians, librarians, sociologists, and the government.

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