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Organization and Management of Kendriya Vidyalaya Libraries of Assam: A pilot study

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Abstract

Purpose and Objective of the study:

Kendriya Vidyalaya Sangathan (KVS) is the largest educational system of India having a total of 1243 schools in India and 03 are in abroad. Every school is enriched with a library and a qualified librarian. The organization and management of KV libraries are a challenging task. The KVS has constituted a guideline especially designed to establish a library or run a library. This paper is a pilot study in connection to the research work for the KV libraries of Assam established in different districts. This paper concentrates on different managerial and organizational aspects of school libraries like collections, services, users, budgets, activities, yearly stock verification, weeding out policy of KVS, automation and others.

Scope:

The present study is confined only with 19 school libraries of Assam scattered in different districts of Assam, India. It may be noted that a total number of 57 KVs are situated in 27 districts of Assam.

Findings:

The present pilot study finds different aspects of the KV libraries. In the study it is found that a yearly plan for the libraries is known as ALAP (Annual Library Activity Plan) has followed with utmost care. This ALAP consists of different library activities month wise. Librarians of KVS are well trained with different types of training, workshops time to time. In the study it is also discussed that the all the KVs are fully automated with E-Granthalaya Software.

Keywords: KVS, Stock verification, School Library, Weeding out, Library Automation, E-Granthalaya.

1. Introduction

“A library is not a building stacked with books - it is a repository and source of information and ideas, a place for learning and enquiry, and for the generation of thought and the creation of new knowledge.”

National Knowledge Commission, 2005.

A school library is a library within a school (Vidyalaya). The prime users of the school library are the students of the school, staff and often the parents, who access different resources. School is a gateway to enhance knowledge and the library plays a vital and crucial role in building up a love for reading. Hence library is regarded as an integral part of the school. IFLA/UNESCO states in the school library manifesto about the school library, “the school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge based society. The school library equips students’ life-long learning skills and develops the imagination enabling them to live as responsible citizens”. Dr. S.R. Ranganathan stated that the school libraries should act as laboratories for students as the librarians should function as guides to help the students in learning and using the books for improvement of knowledge and scholarships.

Kendriya Vidyalaya Sangathan (KVS) is a premier educational setup under the Ministry of Human Resource Development, (MHRD is now known as Siksha Mantralaya) Govt. of India covering the secondary education levels from classes I to XII. It is an autonomous education body under the Department of School Education & Literacy, Ministry of Education, Government of India. The libraries of Kendriya Vidyalayas (KVs) are treated as the integral and important center for pertaining collaborative learning activities. It is a very positive note that KVs of different parts of India and Abroad are giving very proper credit to their library establishment and libraries are extending different professional services to its community in proper perspectives. In 2008, KVS had brought out a library charter in which some basic guidelines were cited for organizing and management of KV libraries. After receiving some difficulties in the charter, in 2011 KVS has constituted a Library Policy Revision Committee for formulation of Guidelines for School Library and Procedure Manual. These guidelines were prepared on the basis of CBSE: Organizing School libraries manual (1998), IFLA/UNESCO School library manifesto (2002), National Curriculum Framework (2005) and related documents.

2. Objectives of the Study

The present study has been undertaken keeping in view the following objectives:

- i) To study the state of the art KV libraries of Assam.
- ii) To study organization and management of KV libraries of Assam
- iii) To study the use of the libraries in the teaching and learning process in KV Sangathan

3. Methodology of the Study

The pilot study on the organization and management of the Kendriya Vidyalaya Libraries of Assam is undertaken with the aim to study the managerial and organizational aspects of the Kendriya Vidyalaya libraries of Assam. The present study focuses on library services, and also different academic and administrative activities performed in the libraries. For the study, descriptive method of research is followed as it is the most suitable one.

4. Kendriya Vidyalaya Sangathan and its Libraries of Assam: A pilot study

There are three Regional Offices of Kendriya Vidyalaya Sangathan (KVS) in Assam to look after the smooth functioning of the Kendriya Vidyalayas (KVs) of all the schools of North East India. The following regional offices are at Guwahati, Silchar and at Tinsukia.

i. **Guwahati Region:** Kendriya Vidyalaya Sangathan, Guwahati Region was established in 1973. Over the years, the region has been expanding with more and more number of schools and presently there are forty two (42) KVs exists as per the re-organization of Vidyalayas. It may be mentioned that all the 42 KVs of Guwahati Region are situated in Assam only.

ii. **Silchar Region:** The regional office of KVS, Silchar was established in 1984 and it manages thirty (30) KVs spreading in different states of North East India including Assam, Meghalaya, Mizoram and Tripura.

iii. **Tinsukia Region:** Kendriya Vidyalaya Sangathan, Tinsukia Region was established in 2012. KVS Tinsukia Region covers a total number of thirty nine (39) KVs located in different states of North East India: Arunachal Pradesh, Assam, Manipur and Nagaland.

Table 1: KVS Regional offices in Assam

Regional office	Year of establishment	State(s) covered Partly/ Fully	Number of KVs	Source
Guwahati Region	1973	Assam	42	http://roguwahati.kvs.gov.in
Silchar Region	1984	Assam, Meghalaya, Mizoram and Tripura	30	http://rosilchar.kvs.gov.in
Tinsukia Region	2012	Arunachal Pradesh, Assam, Manipur and Nagaland	39	http://rotinsukia.kvs.gov.in
		Total	111	

Of the total 111 KVs in North East India, there are 57 KVs in Assam scattered over different districts. The following table shows district wise distribution of KVs in Assam;

Table 2: District wise distribution of KVs in Assam

SINo	District	No of KVs	Remarks
01	Cachar	06	
02	Dibrugarh,	06	
03	Kamrup Metro	06	
04	Sonitpur	06	
05	Kamrup	03	
06	Karbi Anglong	03	
07	Jorhat	03	
08	Tinsukia	03	
09	Darrang	02	
10	Nagaon	02	
11	Shivsagar	02	
12	Baksa	01	
13	Barpeta	01	
14	Bongaigaon	01	
15	Dhemaji	01	
16	Dhubri	01	
17	Goalpara	01	
18	Golaghat	01	
19	Haflong	01	
20	Hailakandi	01	
21	Hojai	01	
22	Karimganj	01	
23	Kokrajhar	01	
24	Lakhimpur	01	
25	Morigaon	01	
26	Udalguri	01	
	Total	57	

It is found that all the KVs have appointed qualified librarians in the school strictly following the specific guidelines of KVS. Selection is made on the basis of interview in both written and oral. It is worth mentioning that the librarian of KVS is treated as Trained Graduate Teacher (TGT). The Sangnathan has the provision of induction course, in service training facilities for the teaching staff of the schools including the library professionals. The training institutes named as Zonal Institute of Education and Training (ZIET) are located at five (05) different places of the country. For the KVs of Guwahati, Silchar and Tinsukia Region, the ZIET at Bhubaneswar organizes such training programmes at different times and for different groups/ categories of teaching and non teaching staff.

4.1 Details of Different KVs

A structured questionnaire has prepared to collect the data from different KVs across Assam; as the study is limited to the KVs of Assam only. Questionnaires were distributed among KVs in different districts randomly and received from KVs of respective districts of the state as shown in the following table (Table 3)

Table 3: Districts and the KVs covered in the study

SINo	District	Questionnaire	
		Distributed	Received
01	Cachar	06	05
2	Kamrup Metro	06	04
3	Sonitpur	02	01
4	Kamrup	02	02
5	Karbi Anglong	01	01
6	Jorhat	01	-
7	Nagaon	02	01
8	Bongaigaon	01	01
9	Dhubri	01	01
10	Goalpara	01	-
11	Karimganj	01	01
12	Kokrajhar	01	01
13	Morigaon	01	01
	Total	26	19

4.2 The KVs under Study

A discussion has been made here of the KVs covered in the study. The following table gives details of the Vidyalayas.

Table 4.1: Distribution of KVs as per year of establishment

Year of Establishment	Number of KVs	Remark
1960- 1969	1	KV Khanapara, Guwahati was first established in the Assam.
1970 - 1979	6	
1980 - 1989	8	
1990 - 1999	2	
2000 - 2009	1	
2010 - 2020	1	KV, Assam University is the latest one established in 2017
Total	19	

It is worth mentioning that the Kendriya Vidyalaya Sangathan (KVS) came into being in existence since 15th December 1963 under the name '**central school**'. KVS had started the first School in Assam in 1966 in Khanapara, Guwahati. The highest number of KVs established in Assam is found in 1980's where a total of eight (8) KVs were established followed by 1970's with six (6) KVs.

4.2. Distribution of KVs as per the Upper teaching classes

SINo	Classes up to	Number of KVs	Remark
01	XII (12th standard)	18	All KVs are upgraded to 12th standard regularly
02	VII (8th standard)	1	
	Total	19	

KVs are normally being affiliated to the CBSE for class X and XII examinations. The students are offered Science, Commerce and Humanities streams as per their wish followed by a strict admission procedure. In the present study it is found that eighteen (18) schools are enriched with

XII standard. Only one (01) school i.e. KV Assam University is up to Class VIII as this KV is established in 2017.

4.3 Distribution of KVs as per covered sectors

SINo	Covered Sectors	Number of KVs	Remark
01	Civil	6	It is a setup of KV where the sponsoring agency is either a State Govt. or any Central Govt. dept.
02	Defence	6	A KV which is located and sponsored by the defence establishment.
03	Project	5	Project KVs are those where the sponsoring agency is generally a project like Railway, IOCL, ONGC, IFFCO etc.
04	IHL (Indian Higher Learning)	2	KVs where the sponsoring agency is from Indian Higher Learning like IIT, IISC, NIT or any other central Universities are putting here.
	Total	19	

KVS has classified the schools in four (04) sectors such as civil, defence, project and IHL in accordance to the sponsoring agency of the individual KVs. In the present study it is found that six (06) KVs i.e. 32% are from civil and defence sector each. Whereas, five (05) KVs i.e. 26% are from project sector and only two (02) KVs i.e. KV IIT Guwahati and KV Assam University are from the Indian Higher Learning (IHL) sector.

4.3 Library Infrastructures

The library is to be located centrally of the school premises, preferably in the ground floor so that students including the physically challenged one do not face any difficulties while availing the library facilities. Moreover, it needs to be located within easy reach teaching areas and to have adequate space for keeping the resources as per classified order. The size and seating capacity of the reading room depend on the total number of students of the schools who are grouped into number of sections of a class. In this regard KVS has set up a general guideline as below.

Table 5.1: Space norms for KVs.

Sections	Single Section	Two sections	Three sections	Four sections
Size in meters	7.00 X 10.60	7.00 X 14.20	7.00 X 17.30	7.00 X 21.40

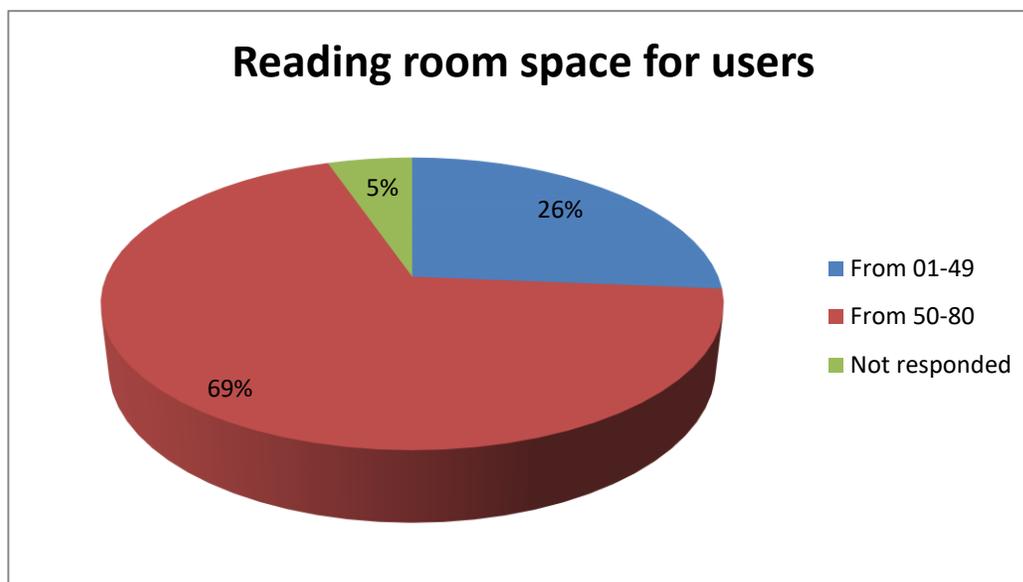
(Source: Revision of education code for Kendriya Vidyalaya Sangathan; Appendix xl page no 44 updated up to 94th BOG meeting held on 28/12/2012.)

Table 5.2: Library building status

S/no	Ground Floor	First floor	Total	Remarks
01	14	05	19	

In the study it is found that all the libraries are attached with the main building. It is also found that out of 19 libraries 14 Libraries are located in the ground floor and the remaining 5 libraries at the first floor.

Pie diagram 1: Reading room space for users at a time



The reading room should have a seating capacity of 50 to 80 users at a time. (Source: Guidelines for school library and procedure manual; page no 55). During the pilot study it is found that only 26% libraries are having the seating capacity of above 50; while 69% libraries are having the seating capacity up to 50, and one school has not responded.

4.3 Library Collections

The school library is to maintain quality collection including reference materials to satisfy the general needs of the users. The core collection consist text books, reference books like general encyclopedia, maps, atlas, and rare books. Beside, other general books put together should be at the rate of 5 books per students subject to a minimum of 1500 books for newly opened schools. (Source: *Guidelines for school library and procedure manual; page no 57*) The library stack room should be managed at least 15000 volumes at a time. The library collection development policy is a dynamic one hence a document selection subcommittee should constitute and the committee should visit the book selection policy time to time. The core collection should be in both Hindi and English language. Collection on regional languages also can be developed.

The library should purchase at least twenty five (25) periodicals and five (05) newspapers; of which four (04) should be national and one (1) should be regional. (Source: *Guidelines for school library and procedure manual; page no 58*) It is worth mentioning that the library collections should be from both Hindi and English languages.

Table 6: Collections of KVs

Collection Type	Range	No of KVs	%	Remarks
Books (Textbook, Reference books, General books)	1500 to 4000	04	21	Lowest collection is 1657 and highest collection is 15687
	4001 to 8000	09	47	
	8001 to 12000	05	26	
	12001 and above	01	05	
Periodicals	Up to 24	09	47	Lowest no is 14 and highest no is 35
	25 and above	10	53	
Newspaper	Up to 4	12	63	Lowest no is 03 and highest no is 06
	5 and above	07	37	

In the present study it is found that only 4 schools i.e. 21% of total population have the collection of 1500 to 4000, while 9 schools i.e. 47% collection come in the range of 4001 to 8000, beside that 05 schools i.e. 26% collection is from 8001 to 12000. Only 01 schools' total collection is in the range of 12001 to 16000. Moreover all the schools are enriched with the latest periodicals.

During the survey it is found that only 09 schools are having the periodicals up to 25. While 10 schools periodical subscriptions are above 25, which is a very remarkable point. Only 05 schools are having some audio visual collections like CD/DVD in their libraries. Beside that all libraries are enriched with both local and national newspaper. During the study it is also found that 63% libraries are subscribing 01-04 newspapers daily while 37% are subscribing more than 05. It may be noted that Assam is a geographically isolated state; hence some newspaper like The Hindu or The Indian Express etc. are not published from Guwahati, Assam. That is why the current issue of such newspapers which are not published from Guwahati or any other parts of Assam reach one day letter. Even the districts like Cachar and Karimganj, which are situated in the Barak valley of Assam, receive the newspaper in the evening of the day which is published from Guwahati, the capital city of Assam.

4.4 Library Budget

In order to ensure unhindered resource development and functioning, proper and planned budgeting for the library is very essential. All the Schools are made the budgetary provision from the Vidyalaya Vikash Nidhi (VVN), a monthly fun generated by the fee collected from the students. The library budget is based as per the ceiling prescribed by the Sangathan time to time. For newly opened school a one-time budget would be provided for setting up the basic collections and the infrastructure. (*Source: Guidelines for school library and procedure manual; page no 54*).

Table 7: Budget of the Library for the year 2016-17 & 2017-18

Budget	Budget amount (Figures are in Indian Rupee)	2016-17	%	2017-18	%	Remarks
Budget allotted for developing the in-house resources.	1,000-49,999	4	21	4	21	
	50,000-99,999	9	47	9	47	
	1,00,000-1,49,999	5	26	5	26	
	1,50,000-1,99,999	1	5	1	5	

The present pilot study is carried for two financial years i.e. 2016-17 and 2017-18. During the study it is found that all the schools are having the provision of annual budget for procurement of library resources. Only six (06) school libraries of present study are having their annual budget

above one lakh (1,00,000) in both the financial year where only one (01) school annual library budget is above 1,50,000 INR. Rests of other thirteen (13) libraries are having their annual budget in the range from 1,000 to 99,999 INR. Out of these thirteen (13) schools, nine (09) schools have the budget in the range of 50,000 to 99,999 INR. In the study it is found that few schools are publishing the Annual Souvenir of their school from the library budget. All the schools spent their budget during the financial year under different sub-heads like books, periodicals, newspapers and stationary items. During the study it is also observed that two (02) schools have spent more than their library budget for the year 2016-17. It is a positive note that in the next financial year the library budget has increased especially for these two (02) schools.

4.5 Library Users:

All the students, teaching and non-teaching staff of the schools are the members of the schools. The primary classes' students (**I-V**) generally do not go to the school library, a class library sets up for the students by the concern class teacher with the help of the librarian. (*Source: Guidelines for school library and procedure manual; page no 70*). The school librarian issues books, periodicals Headmaster/ Headmistress or the senior most PRT of the school in time to time. The school authority always pays importance for procurement of low cost big picture books, cartoon books, moral stories, books on great personalities and etc. for the development of class library. Thus all the primary students are by default become the members of the library. Generally the students from classes VI to XII visit the library once in a week. (*Source: Guidelines for school library and procedure manual; page no 70*). The librarian generates the Library Identity Card every Year in the last week of March (after declaration of the Annual Examination results) and handed over to the Class Teachers of the new class. The Class XI session generally starts after declaration of results of Class X Examination. User education program usually conducts every year in the First week of the month of April. The students can borrow maximum two books at a time for a period of two weeks. If a student withdraws his/ her admission from the school, automatically his/her membership of the library stands cancel.

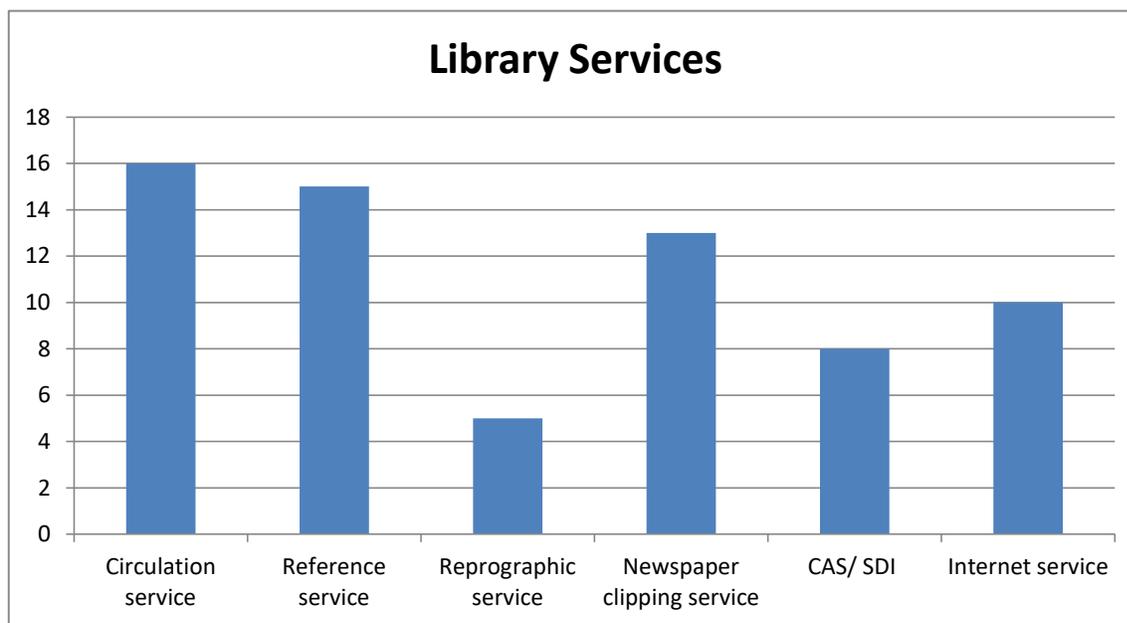
All the teaching and non-teaching staffs of the school are also an integral part of the KV libraries. A staff member can issue a maximum of five (05) books at a time for a period of one month. (*Source: Guidelines for school library and procedure manual; page no 77*). Others

members like the officials of KVS, officials of Sponsoring Agency can also use the best service of the library.

4.6 Library Services Extended:

A school library is an integral part for the teaching and learning process of the school. Library services are treated as the eyes and ears of a school library.

Bar diagram 1: Library services of the schools are displayed with bar-diagram



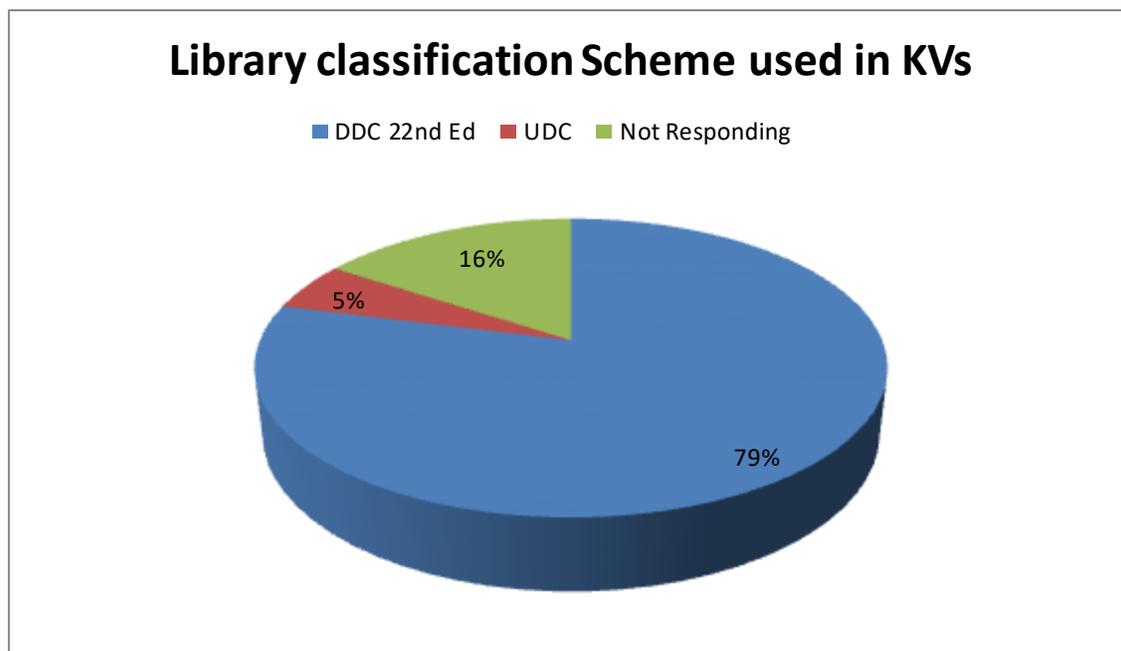
The present study is concentrated only on six (06) most essential and very common library services offered in KVs. It is found in the study that a total number of 16 KVs i.e. 84% are offering the circulation service followed by reference service. The reference service is offered by 79% KVs out of 19 KVs. Newspaper clipping is one of the services offered by the KVs. A total of 68% KVs are offering this service with utmost care. Internet access stands the fourth (4th) rank with 53% followed by the CAS & SDI service with 42% of total population. The reprographic is the less interest service offered by the KVs with 26%.

4.7 Management of Resources

KVS has advised all the stakeholders to use the DDC 22nd edition or the latest one for classification of its resources. (Source: *Guidelines for school library and procedure manual*;

page no 67). Fifteen (15) schools i.e. 79% are using the DDC 22nd edition scheme to manage its resources while only one (01) KV is using UDC scheme. Three (03) schools have not responded the query.

Pie diagram 2: Library Classification scheme used in the KVs



Moreover during the pilot study it is found that all nineteen (19) schools responded have their Online Public Access Catalogues (OPACs).

4.8 Annual Stock Verification

“A physical verification of all the consumable goods and materials should be undertaken at least once in a year and discrepancies, if any, should be recorded in the stock register for appropriate action by the competent authority.” *General Finance Rules (GFR) 2017 rule 213 (2)*. The primary aim of stock taking is to ascertain if all books that have been accessioned in the library can be accounted for. Stock verification for the KVs is generally conducted in the month of March with the help of other members assigned by the authority.

A KV library having the collections more than twenty thousand (20,000) to fifty thousand (50,000) volumes, stock verification should be carried out at least once in every three (03) years. Sample physical verification should be done every year, for these libraries. Stock verification can

be carried out the help of stock/ accession register, or accession number on loose sheets methods, or even the help of the Library Management Software (LMS).

Table 08: Details of Annual Stock verification

SlNo	Annual stock verification status	Manual system	With the help of LMS
01	19	19	03

In the present study it is found that all the schools (100%) are doing the Annual stock verification every year manually with the help of stock register. It may be noted that all the schools are having the collection less than 20,000. Beside those only three (03) libraries i.e. 16% libraries are practicing the Annual Stock Verification with the help of Library management software (LMS) along with manual system.

4.91 Weeding out of Library Documents:

“Except in the case of national repositories, weeding out should be a regular process. Each library should evolve a weeding out policy approved by the competent authority.” *National Knowledge Commission (NKC), on its working group of libraries on Appendix 5.* The process of withdrawing documents from the shelves for transferring them to storage or discarding it permanently is known as weeding out. It helps to allow space for new items, ensure easier access. Library collection should be a lively and vibrant one; hence the unwanted and unserviceable documents should be wed out from the core collection time to time. Regular weeding out should be conducted at least once in a year along with the stock verification. The criteria for selecting document for weeding out are:

- Physical condition: unserviceable, mutilated, brittle, pest infected.
- Duplication: availability of multiple copies of the same documents which are out of syllabus or no more relevant for scientific research.
- Poor content and use: quality of contents and the documents not in use for a long period of time.
- Suitability of subjects: documents which are not relevant to the objectives of curriculum or KVS.

In the present study it is found that all the KVs (100%) are doing the weeding out in every year. The researcher has asked the data on last four (04) years regarding the weeding out of their library collections. Only eleven (11) schools i.e. 58% have provided the data on the weeding out of their libraries. All these 11 schools have condemned the books/ documents from the stock which are damaged, brittle and unserviceable following the proper weeding out procedures.

4.92 Training Attended by the Librarian:

KVS has given a lot of stress on managing its employees by conducting training and courses time to time in collaboration with National Informatics Center (NIC) at ZIETs/ Region wise. All the newly recruit librarian are need to attend a minimum seven (07) days induction course where the appointee has been provided the basic guidelines about the job diaries of KVS. A twenty one (21) days in-service course for the KV librarian is generally conducted by the ZIETs in a single spell. Moreover the ZIETs are organizing some workshops/ training courses on different challenging and modern topics like Free and Open Source Software (FOSS), Library management, Library automation and digitization, WEB 2.0, e-learning and e-resource management etc. every year. (*Source: Guidelines for school library and procedure manual; page no 65*).

Table 09: Course and Training attend by the librarian

SINo	Name of the Course	Numbers of KVs	Remarks
01	07 days Induction Course	12	Organized by RO in collaboration with ZIETs.
02	21 days In Service course	13	Organized by ZIETs
03	03 days workshop/ training	08	Organized by ZIETs

In the present study, it reveals that a total number of twelve (12) librarians had participated in the induction course. Beside that 68% librarians have attended the 21 days in-service in recent years. Moreover 42% librarians i.e. eight (08) librarians have attended other training program/ courses organized by the KVS.

4.93 Library Automation and Infrastructure

Library automation may be defined as the application of computers to perform some of the traditional library housekeeping services such as acquisition, circulation, cataloguing, stock verification, serial control and etc. KVS is using E-Granthalaya software, developed and maintained by the NIC, Govt. of India throughout the country.

During the survey it is found that all the nineteen (19) schools are totally automated with E-Granthalaya software. All the libraries are equipped with barcode printer and scanner for succeeding the automation works of KVS. The issue and return of the library documents are carried out through software only. Every year after the declaration of the results of Annual examination the librarian needs to promote the existing students to next higher class through the software. The software is a very user friendly one.

During the study it is also noted that 5 KVs out of 19 are facing difficulties at the time of installation of the software. While a total number of 6 KVs (32%) are facing problems in promotion or demotion of existing members to next higher class. Only 1 KV is suffering all the difficulties at the time of functioning of the software.

Table 10: Computer Infrastructure and other equipment

Slno	Name of the equipment	Number of KVs	Remarks	
01	Computers	01-02	16	
		03-05	03	
02	Barcode printer	19		
03	Barcode scanner	19		
04	Laser printer	05		
05	Internet facility	19	All computers are connected with LAN	
06	Interactive Smart Board	01		

All the schools are enriched with a minimum of one set of computer with latest configuration with UPS and LAN. In the study it is also found that three (03) school library is enriched with three (03) or more computers. All nineteen (19) schools are well equipped with a barcode printer,

and a barcode scanner. It is also found in the study that 05 i.e. 26% KV libraries are enriched with a printer. Only one (01) KV library is equipped with a functioning interactive smart board. Moreover all the schools are connected with a high speed internet connection.

4.94 Library Plan and Club Activity

Developing reading habit and information literacy skills amongst the students and teachers are the prime objectives of the school libraries. A well organized and active reader's club helps to achieve this objective. Librarian may act as the in-charge of such club and he may be supported by a group of teachers. 18 out of 19 i.e. 95% schools are having an active reading club.

The school library should plan their works and activity monthly wise for smooth functioning of the school and the system. The Annual Library Activity Plan (ALAP) should be planned at the beginning of the session and it should be approved by the Library Monitoring Committee of the concern school. (*Source: Guidelines for school library and procedure manual; page no 81*). In the present study it is found that all the schools are having an ALAP for the easy going of the school libraries of Assam.

5. Conclusion

A strong and resourceful school library is the need of the hour for making a vibrant society. The KVS is an organization which has a predefined recruitment policy and job diaries for its staff. Beside the normal duties of the library, a librarian carries out different responsibilities of schools. These responsibilities may sometime disturb for discharging the normal duties of a library. The KVS jobs are a transferable one. It is found in the study that schools located in Assam are facing sometimes a huge problem after the annual transfer of its staff. Recently in 2017, a special recruitment drive for the KVs of North East India has conducted by the KVS Head Quarter, New Delhi for the teaching staffs. It may be mentioned that this recruitment drive has not been conducted for the librarian. Therefore, the KVS should also conduct a special drive of recruitment for the librarian of North East India.

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