

CHAPTER ONE

INTRODUCTION

BACKGROUND

The mission of the school library resource center as clearly defined in information power is "...to ensure the students and staff are effective users of ideas and information, library media specialists across the country have been working diligently to implement the programmes" Kuhlthau (1993). On this point, libraries are playing an important role in schools, not only as a resource centre but also making users aware of its functions.

Most of the school libraries in Sri Lanka are limited to a small area in one part of a school building or to a small book-cupboard especially in village schools. Nevertheless as in most developing countries the "Library" or "Media center" or "Library resource centre" is an important part of the Sri Lankan School structure. The Second General Education Project survey conducted by the Ministry of Education, Sri Lanka in 1995 identified that only 11 percent of schools, excluding schools in the Northeast province, possess a permanent school library. Another 19 percent have spaces within the schools, which contained books in cupboards or on shelves. About 5,719 (70%) schools have no library facilities and 7,350 schools have no permanent library facilities. Approximately 2,460 schools have some form of library facilities. (Sri Lanka, Ministry of Education 1997)

In Sri Lanka, most of the schools have no separate school library professionals except for few central schools that have librarians appointed by the Ministry of Education. Most of these school librarians obtain diplomas in library science. The Sri Lankan school system consists of four types of schools, which are 'National Schools', '1AB schools', '1C schools' and 'type 2 and 3 schools'. In schools that do not have qualified librarians, a teacher, who is appointed by the principal, manages the school library. Most of the type 2 and 3 schools do not have appointed teachers due to the shortage of teachers in the schools. Some of the teachers, who are responsible for the libraries, undergo short training session (not more than a month) conducted by the National Library Association. Although they are known as "library teacher," they do not perform any part of formal library-related duties, except for the lending of books to students. (Sri Lanka Ministry of Education, 1997) No serious attention has been given to this problem. A few library teachers are currently attending the diploma courses in librarianship while the rest are waiting to be trained. However, in 1999 the World Bank proposed the development of school libraries in Sri Lanka and the Ministry of Education has taken steps to be more active in this field. Herring (1988) noted until recently, little attention was paid to the In-service training (INSET) needs of school librarians, however there is now a growing awareness among the Ministry of Education and the Sri Lanka National Library Services Board regarding this. Due to the professional isolation of school libraries and the changing educational and technological developments, there is a need for a continuous retraining programme. Brown (1986) argues that school librarians require help in the management and organization of the school library placing the school

library in local, national and international networks and the applications of new technology.

The Sri Lankan government has recently appointed graduates to develop the school libraries in their capacity as library development officers (LDO). However, within a year the government policy changed and the designation of LDOs has been changed to school management assistants (SMA). These officers, however, are still in charge of the school libraries. At the beginning of their appointment, the SMAs are given a five-day training course on library management and organization. Some of the provincial authorities have conducted reading habits development projects for schools with the help of these officers. The placing of LDOs in so many schools have led to various activities, which include reading ability development programmes, systematic collection development and new library buildings for small schools with the help of the community.

Yapa (1998) explains that the awareness of the need of school libraries appears as early as the 1960s in Sri Lanka. The Ministry of Education, Sri Lanka established the school libraries in 1960 in central and senior schools. The National Education Commission, established in 1961, also recommended setting up school libraries. UNESCO provided the assistance in the form of experts who were able to foster awareness of the importance of libraries and the value of having trained personnel to manage those libraries. These UNESCO experts recommended the establishment of central library organization within the Ministry of Education to facilitate the training of teacher librarians and provide libraries for teacher training colleges and central schools.

A significant event can be seen in the history of libraries in Sri Lanka. The Sri Lanka National Library Services Board (SLNLSB) was established in 1970 according to the Act no. 17, under the Ministry of Education and Higher Education. In 1970, the Ministry of Education established a code of school librarians in recognition that trained personnel should be in charge of the school library. The SLNLSB assists the school libraries through distribution of books, training of library staff and formulating of standards. School libraries are graded according to facilities and resources available in the school.

This study focuses on the development of skills and profession of teacher librarians. It explains the concept of teacher librarians, describe their role, their importance to the school, students, and head masters, and the awareness of related community of their existence. Teacher librarians can also play their part in developing the school curriculum and helping teachers teach effectively. The lack of training of the teacher librarians is demonstrated through ineffective library programme and procedures in schools. To avoid this indolent library environment the Ministry of Education of Sri Lanka plans to launch training programmes for teacher librarians with the support from the World Bank. This study therefore proposes recommendations to strengthen the current training programmes and to modify the training methods of teacher librarians in Sri Lanka.

TEACHER LIBRARIANS IN SRI LANKA

Herring (1988) has clearly outlined the qualifications school librarians should have, the skills they should acquire during their professional education and the training needs

required after obtaining the necessary qualifications. In some cases, school librarians also have a teaching qualification. In the United States, Canada and Australia, the norm is for school librarians to have undergraduate and/or postgraduate qualifications in librarianship and information studies or in information science and to have studied specialized options in school librarianship during their professional education. In the United Kingdom, it is not normally required for school librarians to have special qualification in school library orientated options (Herring, 1988). He further explains about one of the main problems in deciding how school librarians should be educated. He indicated that whatever the qualifications gained, it is important that those who become school librarians should have skills in identifying the user needs in the school, in teaching information skills, in managing the school library and in exploiting new technology within the library and the school.

The teacher librarian has a dual role in the school. The person needs to be a good librarian as well as a good teacher. The person must be a good manager in the library. The term “teacher librarian”, “library teacher” or “resource person in charge” or “library instructor” is inter-changeably used. Herring (1988), noted that little attention has been given to the educational qualifications, which school librarians should have. Currently in Sri Lanka the teacher librarians’ qualifications adhere to specification agreed upon in the new library development programme and established teacher librarian profession. The teacher librarian must have dual qualifications as a teacher as well as a librarian. The arguments for dual qualifications include the actual teaching roles now undertaken by many school librarians, especially in the areas of information skills and information

technology. It is argued that a school librarian is now involved in teaching information skills, in promoting information skills across the curriculum, in selecting materials relevant to the curriculum; as well as in advising pupils.

Yapa (1998) explains that school librarians in Sri Lanka are not teachers; they do not have the same status as teachers. Their salaries are lower than those of teachers. Those who have been recruited by the Ministry of Education and Higher Education are paid according to their qualifications and experiences. Teachers who look after the library are not paid extra for their service. Volunteers are paid through the school development fund. Their working hours are longer than those of teachers, as they often keep the library open after school hours. School library standards require them to work from 8.00 a.m. to 4.00 p.m. The draft policy formulated by the Sri Lanka National Library Services Board (SLNLSB) under the direction of Ministry of Education identifies three types of school librarians: professional librarians, para-professionals, and teacher librarians. The policy recommended the appointment of professional librarians for all large schools and trained teacher librarians and para-professionals for other schools according to their requirements.

In Sri Lanka, there has been no provision for library services in educational reforms and national developmental plan. Therefore, there is no legislation directly concerned with school libraries. Some of the affected legislations are as follows:

1. Act No. 5 of 1951 - describes that the government is responsible for giving library grants to school libraries.
2. Act No. 17 of 1970 – Sri Lanka National Library Services Board Act.

3. Law No. 20 of 1974 – Sri Lanka Library Association (SLLA incorporation) State Assembly.
4. The public Administration circular No. 47 of 1989 serves as the scheme of recruitment for government librarians, including school librarians.
5. A draft policy statement on school libraries was formulated in 1997 provided by the Ministry of Education. This will be used as guidelines in future library development activities.

Figure 1.1 presents the organizational structure of schools in Sri Lanka and the composition of the school library committee is presented in figure 1.2.

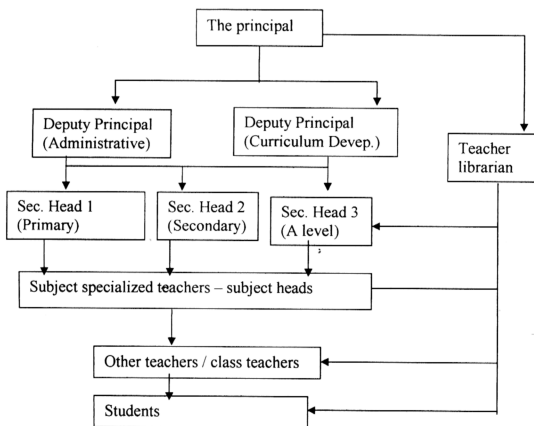


Figure 1.1: The organizational Structure of schools in Sri Lanka

In the school structure, the teacher librarian holds position equal to the deputy principals and is directly responsible to the principal. Teacher librarians carry out activities pertaining to the library, such as library skills' work, reference services, and management of library materials as well as curriculum and staff development activities. According to Figure 1.2, the teacher librarian is the secretary of the school library committee. All responsibilities of library are handed over to the teacher librarian with agreement of the school library committee.

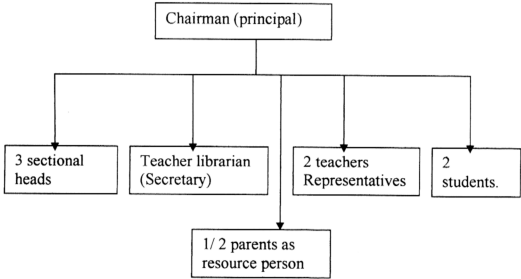


Figure 1.2: School Library Committee

Some educational institutions are currently dealing with library education in Sri Lanka. The SLNLBS, SLLA, conduct diploma and certificate level courses and University of Kelaniya and University of Colombo conduct diploma, graduate and postgraduate level LIS programmes. The NILIS (National Institute of Library and Information Science) has also joined to conduct LIS programmes from the year 2000. All school librarians are trained by NILIS to give all training requirements for the teacher

librarians' education. NILIS conducts its educational programmes on the following aspects; (1) school librarianship, (2) school library management, (3) communication skills for librarians, (4) organization of resources, (5) collection development, (6) information services, (7) computer literacy skills for access and retrieve information.

Two universities are conducting diploma, graduate and postgraduate level for LIS education in Sri Lanka. Table 1.1 describes the library and information science education programmes at University of Kelaniya, Sri Lanka.

Table 1.1

Library education programmes provide by the University of Kelaniya

PROGRAMME	DURATION	REQUIREMENTS
1. MLS	2 years course	1st or 2nd class honours in Special/ (full time) General Degree in any field.
2. MLS	4 years	Bachelors Degree with Postgraduate (part time) Degree or Diploma in any field of study A good working knowledge of English 1 year work experience in a recognised library in Library and Information Science (part time) or Bachelors Degree with ASLLA or equivalent
3.M.Soc.Sc/ M. Phil.	2 years	1 year /General / Special Degree in LIS or General / Special Degree and 1 year experience in a recognized library or General / Special Degree and Advanced Certificate of University of Kelaniya or final year exam of SLLA.
4. SLLA - I	1 year (First Year)	3 passes in GCE/AL and pass in GCE/OL English or 6 pass in GCE/OL including mathematics and English and 3 years work experience in a recognized library.

Table continues

Table continued

5. SLLA - II (Intermediate)	1 year	Pass in first year
6. SLLA - III	1 year (Final)	Pass in second year
7. ASLLA	-	SLLA Final and one year as a member of SLLA
8. FSLLA	-	ASLLA and 5 years of work experience after ASLLA or equivalent
9. Lib. Technicians Programme	1 year	GCE/OL with passes in Mathematics and Sinhala/Tamil AND work experience
10. DLIS - Part I (Diploma Part I)	1 year	3 passes in GCE/AL and a pass in GCE/OL English
11. DLIS - Part II (Diploma Part II)	1 year	3 passes in GCE/AL and a pass in GCE/OL English and Pass in Part I
12. Professional Advanced Certificate	1 year	Diploma in LIS of DLIS or Equivalent or higher and 2 years work experience

Table 1.1 – Current available LIS programmes in University of Kelaniya

ROLE OF THE TEACHER LIBRARIAN

The role of the school librarian lies within the framework of a whole school resources policy. Kinnel (1992) advocated that a teacher librarian should:

- i) Collaborate with teachers and other educationists (develop and evaluate pupils' learning skills across the curriculum.)

- ii) Maximize the effective use of the school's learning resource by the whole school community.
- iii) Provide learning materials in different formats for use by pupils (individually / small groups) and to offer opportunity for borrowings.
- iv) Enhance cross-curricular initiatives.
- v) Organize all relevant learning and teaching materials.
- vi) Maintain up-to-date professional awareness of learning resources available.
- vii) Coordinate with outside agencies and information networks and encourage their use by pupils and staff in order to extend the range of resource available to the school.
- viii) Acquire and disseminate comprehensive information to all staff to meet professional needs and advice staff on the selection of appropriate material to achieve their learning objectives.
- ix) Provide facilities for the production of learning materials within the school by staff and pupils.

- x) Promote and foster the enjoyment of reading from the earliest age and encourage the reading habits and enrichment of pupils' interests and abilities.

Kinnel (1992) further observed that teacher librarians should have many personal qualities. She added that, their personal accountability toward their work directly affects the development of the school library. The teacher librarian has various roles and these roles may change accordingly with the working environment. Some of the roles described are as follows:

- i) Information specialist - he or she should adapt easily new patron needs and New World changes and skills in new information retrieval methods.
- ii) Teacher role – the teacher librarian is both a librarian as well as a good teacher. Teaching is not only conducted in classroom, but in libraries as well.
- iii) Instructional consultant –Teacher librarians have to instruct students, teachers and community members on information retrieval methods.
- iv) Consultative role – the teacher librarian must provide information consultation service whenever it is needed.

- v) Creativeness – creative thinking and ability to modernized the library works is very essential to its' development.
- vi) Cooperative learning – the cooperative learning skills may be very helpful to students, to learn how to learn.

Teacher librarian should have the ability to teach literature-based reading, resource-based learning. He or she should be an instructional designer, curricular helper, and School media educator, teacher coordinator, reading programmer, evaluator, community helper and a library administrator.

THE IMPORTANCE OF THE TEACHER LIBRARIANS IN SCHOOLS

The school library is an important component of the teaching-learning process in schools. The teacher librarian would be able to assist in events related to the school teaching-learning process. He or she can help the students to learn not only through the formal classroom learning but also through self-learning, resourced based learning, learning to learn and lifelong learning skills. This may help students to be more innovative and analytical in their studies. For the teaching process, attention should be given to the teachers to enhance their teaching abilities, methodologies and strategies to develop knowledge of their special subject area and current issues in the world.

In summary, a good school library could help teachers to improve their knowledge and teaching skills, help principal to improve the school achievement level and help related community to fulfill their information needs.

1. Motivating Students

An important task of a librarian is to train and motivate the students. In every school, there are students, who are particularly interested in reading books and who take pride in helping out in the library. The student librarian can be given more responsibility and the library can be opened during the school hours under the librarian's supervision. Teacher librarian can teach student the various reading methods, reference methods, and the library use procedures. The students will benefit from this; since they will learn to value the library and will be interested in using libraries after leaving their school. They will do their assignment better than in the past, with the help of the library. Other related activities, which are important, are as follows;

a) Pupil committees.

In many schools student or pupil committees for the library, have proven to be a great success. At committee meetings, where the librarian is present, matters like discipline and lost books are discussed, and ways and means of raising money for the library.

b) Personality development programmes.

In the library, the librarian would be able to identify “backward” children to develop their personality. Selected students can be appointed as class librarians (male and female) or assistant class librarians. This also would help the teacher librarian to manage their library work smoothly. Pupils can study library procedures, librarianship styles and develop their personality by working as student librarians.

c) Improve referencing skills.

The teacher librarian can teach students how to search for and use various information sources and services, when they need to get information or further details for their specific subject.

d) Reader association.

In every classroom reader associations can be formed, to develop users’ reading habits. In the school library, students may also train peers to use other libraries in the community. Students will be able to enhance their reading ability and develop information searching skills. For these activities the teacher librarian should make relevant plans and nurture creative attitudes. Teacher librarian can arrange activities to improve leisure-reading abilities among the students and improve the students’ library skills on how to use the library.

2. Information Literate Teachers

The classroom teaching process is not a simple task. The teacher librarian can help by teaching teachers. Most of the teachers do not have enough skills to access information to use in their classroom teaching activities. An information literate teacher should be able to direct the students to read or refer to books. The teacher could seek teacher librarians' help in obtaining required information in his /her specific teaching fields. This ability would enhance teachers teaching ability, methodology and strategies and develop knowledge in their specific subject area.

The subject expert teachers can assist the librarian when they are in the book selection committee. The teachers should be able to help in the selection of book titles. A teacher librarian is a resource person and library is a resource centre. A teacher librarian can help teachers to prepare their teaching aids and tools and store the teaching aids in the library resource centre. Teachers require many teaching aids to be used in the classrooms. The librarian can assist in finding and keeping those aids. The library can also be used to conduct information literacy classes. The teachers can be guided to use the proper information sources.

3. Principal Support

The principal of the school is, of course, the final authority in all matters pertaining to the school, and the librarian is directly responsible to him or her. The principal and the librarian together should decide matters of policy, finance, rules and regulations. The principal has to pay considerable attention to the library, manage the library processes in

a good manner and make plans with the help of the teacher librarian. Indirectly, the school library can help to improve the achievement level of the school and create a more efficient and effective process in the school.

Oberg (1995) explained the principal, in his or her management and administrative role in the school, supports the school library programme by ensuring the provision of adequate budgeting for materials and for clerical help. Further he or she should help in arranging for the flexible scheduling that allows cooperative planning time. The principal also ensures that the school library programme is integrated into the planning and evaluating structures of the school. These quotes provide examples of how principals enable the school library programme.

Oberg (1995) further explained that in working with teachers, the principal makes clear that teachers are expected to be involved in the school library programme, both during the hiring process and on an ongoing basis. The principal also encourages professional development of teachers in relation to the school library programme by providing in-service and by providing time for the programme in staff meetings. Educators of teacher librarians need to consider how they might integrate into their programmes of instruction more exploration of professional practice in the area of gaining principal's support. Teacher librarians appear to have a clear understanding of what principal's support entails and of the need to gain this critical support. They appear to have particularly when they enter into professional practice, less knowledge of the strategies that they might employ to gain principal's support and less assertiveness in using the strategies of which they are aware. Principal support for the school library

programme involves such things as encouraging its use by teachers and students, integrating the programme into the curricular work of the school, and providing flexible scheduling.

4. The Community Support

The school library is not isolated from the community around the school. The school library can benefit the community. The resource person, parents and the old boys / girls associations can be of help in this respect. They are the people who can provide resources for the school library, and choose to be active members of the library. At this point the community can maintain close relationship with the school and the school can get help from the community. The library is one of the agents that bind the school and the community. The school library can assist its community to obtain interested and needed current information. Cook (1981) explains that besides the service given to the students and the teachers by the school library, it can be part of the community's and the nation's information network. No school library can be self-sufficient in itself. It is better to link with other libraries, information centers and other available formal information organizations.

5. The Education System

The education system requires higher achievement levels of schoolwork. The education authorities expect schools to increase the out put value of the school. A school

library can be an important component of the educational institution in obtaining high achievement levels of the students and high quality of teaching of the teachers.

TRAINING PROGRAMMES FOR TEACHER LIBRARIANS

Kinnel (1992) stated that the library and information study courses develop expertise in the management, organization and dissemination of information and in the effective use of world-wide library and information networks, both in printed and electronic version. Sullivan (1992) explained a much larger investment in staff training and development and in organizational development will be necessary to create and support the value systems and cultures required meeting the challenges of twenty-first century.

As noted in the earlier parts, in Sri Lanka, the Sri Lanka National Library Services Board is conducting the library education programmes, established under the Ministry of Education and Higher Education. The steps are being taken by the SLNLSB to exert pressure at the provincial council level to increase the cadre of full-time school librarians.

This study surveys the teacher librarians training methods currently available in Sri Lanka. Teacher librarians' training programmes are provided by a number of universities, in the form of graduate, master or PhD courses. These courses consist of different training methods. Training programmes used for teacher librarians are in-service training programmes (INSET) on-going programmes, school based programmes, separate workshops, feedback meetings, pre-service trainings, the degree courses for professionally

qualified library personnel, diploma courses, master courses, staff meetings and full-time courses and part-time certificate courses.

Yapa (1998) explained that at present, 3,420 school librarians are working in 2,460 schools. There are no professional librarians and among those who are presently working as school librarians, 80 are professionals. The others have received minimal training of about one week (through workshops conducted by the SLNLSB or National Institute of Education.). Apart from the 80 full-time school librarians, the rest could be teachers who look after the library in addition to their normal teaching, clerical staff, or volunteers. In 1994, the Library and Information sector led by a team of national and international experts conducted a study and recommended the training of 7,000 teachers to become teacher librarians. They recommended that two teacher training colleges introduce Library and Information Science courses as specialization courses for teachers who intend to be teacher librarians. They also proposed the establishment of a National Institute of Library and Information Studies (NILIS) to ensure that instruction in library programmes is conducted at the undergraduate and postgraduates levels. It is hoped that, when this institution is established, it will play an important role in training teacher librarians in Sri Lanka. Steps are currently being taken to study the training needs of school librarians. Thus information gathered will be used to develop training courses. The competencies required by the teacher librarians have not been specified yet, but they will be considered when designing training programmes in the near future.

TRAINING METHODS USED

Herring (1988) expressed the idea that until dual qualification is achieved, there exist opportunities for school librarians to gain knowledge of educational developments and the most successful school librarians show a great awareness of current educational, technological practice and research and the implications of this for the school library. This can be done either through personal reading of educational literature or participating in school in service training programmes, (INSET) organized by the school library service, or by attending courses organized by the Sri Lanka Library Association or School Libraries Group and other educational authorities. The training may be for groups of various sizes. In the training programmes, instructors utilized various kinds of equipments. Apart from the traditional classroom teaching methods by using the black board, the trainer can use whiteboards, magnetic boards, overhead projectors, sound tapes, videotapes, films, slides, charts, models, computer presentation etc., and other visual aids in and outside the classroom. The choice of the strategy if actively kept by the teacher can lead to an active training programme.

This study focuses on training programmes for the teacher librarians. Various programmes, which can be used, are described. The teacher librarians' role in the school library requires them to possess knowledge about other subjects and the curriculum. There are a few methods adopted by training programmes and these include, lecture method, lecture and discussions, discussions, work-studies, time studies. Some times in the training programmes, trainers use motion studies, simulations, method studies and network studies very rarely. Some training programmes consist of case studies. Another

method is awareness raising activities. Role-playing, practical, study tours, question and answering, brainstorming, research studies project works and self-study methods also use for the training programmes. As for universities, they normally use course work and assignments for their studies.

STATEMENT OF THE PROBLEM

In most schools, school libraries are not functioning effectively, because of the lack of awareness and training for the teacher librarians. Training programme should motivate and develop the teacher librarians, to improve good school library environment to facilitate the students. Although trainings are available for the teacher librarians, most of the time, trainers use traditional training methods. These traditional methods result in weak implementation within the school library management. It makes indolent and ineffective procedures in libraries. Such libraries waste time and resources. If proper training can be given to those in charge, wastage can be avoided. In order to propose new training methods and modify existing traditional methods, there must be a study to draw the authorities' attention to the above issues.

This study hopes to draw the attention for the need to revise the training programmes provided to teacher librarians. It may be helpful to make and implement suitable training methods and also establish a new lease of life in the school library field. There are newly appointed teacher librarians in Sri Lanka, who have achieved professional status in schools with their profession. This is a very important and essential requirement for implementing the training programmes for teacher librarians' in the near

future in Sri Lanka. Existing teacher librarians training programmes may not present new technological innovations or network information retrieval. There is a need to discuss and propose new training methods.

RESEARCH QUESTIONS

The study aims to ascertain the current situation of teacher librarian training programmes, to find out problems and make suggestions. The basic questions, which the study aims to find answers for, are:

1. What are the duties of the teacher librarians in Sri Lanka?
2. What types of training programmes are currently provided for the teacher librarians in Sri Lanka?
3. Are there any drawbacks in the training programmes of the teacher librarians?
4. If so, what are the suggestions to enhance the training programmes for the teacher librarians in Sri Lanka?

Till date in the Sri Lankan educational sector,³ there has not been any training programme developed for the teacher librarian. The Second General Education Project (GEP-2) established the school teacher librarian scheme. The educational authorities have made plans to conduct the teacher librarian training in the near future.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To identify the background of education and training of teacher librarians in Sri Lanka.
2. To study the current roles of the teacher librarians.
3. To survey and identify the available education and training programmes in Sri Lanka.
4. To identify the problems, weaknesses and strengths of the education and training programmes.
5. To propose the appropriate training programmes applicable to Sri Lanka.

IMPORTANCE OF THE STUDY

According to information development around the world, the teacher librarian should have continuous training on new information retrieval; the school library personnel require up-to-date training from time to time. New training methods must be introduced to achieve computer-based information searching, exploring, exploiting and retrieving. This study looks at Sri Lanka's situation in the training programmes of teacher librarians. It may help the school authorities implement the necessary training programmes for the teacher librarians.

These training programmes are based on the teacher librarians' skills and role development and standard of school library development in Sri Lanka. Specially, these programmes should be launched at the beginning of the teacher librarians' profession. Some of these programmes are as follows: (1) skill development, (2) personal and

personality development, (3) collection development of the library. Some other programmes are to develop the knowledge and skills in library procedures, such as (1) circulation, (2) cataloging, (3) acquisition, (4) reference services, (5) preservation and reservation, (6) financial management, (7) resource management, and (8) user education etc. teacher librarians should improve their technological abilities such as computer technology, ability to use technical and electronic equipment, and improvement of ability to use and teach Internet resources. The study plans to survey current improvement of these programmes.

LIMITATIONS OF THE STUDY

This study is limited in its coverage to the limited amount of resources available. Information on the training programmes for teacher librarians in Sri Lanka has not been properly documented.

There are limited numbers of training programmes available for teacher librarians and the study will only look at teacher training programmes currently available. The writer's personal experiences in the principal training programmes in Sri Lanka are also discussed.

The sample is limited to 50 selected schools within one province in Sri Lanka. The 50 schools represent urban and rural area schools in the two districts Ratnapura and Kegalle of Sabaragamuwa province. The study is only looking at teacher librarian

training programmes in Sri Lanka limited to those two districts in Sabaragamuwa province Sri Lanka. Questionnaires are used to collect data from teacher librarians, school principals and trainers.

DEFINITION OF TERMS

School librarian

School librarian is an experienced teacher who has completed postgraduate studies in librarianship, and the School Librarianship Specialist Certificate. This staff member normally works in a large school and would support the staff.

Teacher in charge of library

In some smaller schools, there is a teacher who was assigned responsibilities in operation of the Library & Information Center. Most of the time the principal, as a school requirement, appointed this individual person.

Teacher librarian

The teacher librarian is a resource person in the school. He or she must be an instructor, teacher, helper, or guide. It may be different according to their role. Apart from the necessary professional qualifications, requirements would also include good personal attitudes and qualities of the teacher librarian. They should have the necessary information skills, creativity and innovative thinking rather than just the paper

qualifications. These professionals should also have up-to-date knowledge and be provided with on-going training according to the development of the discipline.

The teacher librarian is required to help in the management and organization of the school library, in the positioning of the school library within the local, national and international networks, and the applications of new technology. Most school librarians are anxious to extend and develop their knowledge of educational issues, information skills, and information technology. Especially database creation and the use of online information services, multicultural education, new developments in library / information management, educational theory and psychology; school organization structures, including decision-making processes; curriculum planning and teaching methods.

The school library resource center

The school library resource center provides different kind of services to the entire population in the school and related community. In the early days it was called a library or media center, but after its incorporation into the school management, it becomes known as the Library Resource Center. Most of the time it is limited to a small classroom or a few cupboards of books. It is an organized collection of books and other media, related equipment and services by a designated person or persons and made available to pupils, teachers and other staff of the school. Other terms of library resource center, which are used internationally, include school library media programme, instructional materials center, school media center, school resource center or simply the school library.

Training Methods

This phrase describes how the people are trained to develop their skills in any field. The Webster's dictionary (1988) explains that, the way of doing anything, including mode, procedure and process in regularly, orderly, definite procedure or way of teaching. In short, teaching method is a kind of teaching art. Teachers or trainers have to use different types of techniques to promote better awareness among the trainees. The patterns of teaching will create different standards of knowledge. Active participation and creative ideas may develop according to the methods used for teaching.

SUMMARY

The study describes the training programmes for teacher librarians in Sri Lanka. The Second General Education Project (GEP-2) has conducted a survey to identify the current situation. The survey identified the drawbacks and future requirements within the school library field. Previously, the Sri Lanka government appointed graduate trainees as library development officers (LDO) to develop the school libraries. But after one and a half years, their designation was changed to school management assistants (SMA). Still the education system doesn't have full-time teacher librarians in school libraries. Even though the teacher appointed by the head master manages the library, he or she doesn't have sufficient training to work well. Inadequate suitable training programmes in the current library system and the task of the teacher librarians are the focus of this study. Some selected training methods and training techniques are identified to support the study. The necessities for the study, problems and research questions are identified.

In this chapter, Sri Lanka library information science education is also mentioned. Some education institutions are currently dealing with library education in Sri Lanka. SLNLBS, SLLA, conducting diploma and certificate level courses and University of Kelaniya and University of Colombo conducts diploma, graduate and postgraduate level LIS programmes. The NILIS (National Institute of Library and Information Science) has also joined in conducting LIS programmes from year 2000. The following chapter presents the literature review of the study.