

## **The sociology of library crimes in school libraries: a study of KVs in Lucknow**

Priya Yadav  
Librarian

Rama Mahavidyalaya, Gaurav Vihar, Chinhat,  
Lucknow(Dist) UttarPradesh (State) India.  
[priyay9333@gmail.com](mailto:priyay9333@gmail.com)

### **Abstract**

*School is like a second home for children from where they get trained for professional and social life, and as far as the school library is concerned it is like a temple of learning for students as well as for teachers. Students in schools are in the very initial stage of learning and are more prone to learn by ill- information. They form different kinds of habits at this stage. It is said that if students get healthy guidance, they could form positive habits, but in the absence of sound guidance may grow with bad habits which lead towards unethical behavior and crimes. Crime seems to be the most pressing social problem facing humanity in the contemporary world. It has permeated every nook and cranny of the society, and the library is not an exception. Therefore, researchers have made an attempt to identify the factors, dimensions, implications to evaluate how school libraries deal with library crimes.*

**Keywords-** *Library Crimes, School Library, Theft, Mutilation, Vandalism, Disruptive Behaviour, Misplacement, Sociology of crime, Lucknow, India*

### **Introduction**

Education is the process of bringing desirable change in the behaviour of human beings. The behavioral changes must be directed towards a desirable end. There should also be change in knowledge, attitude, skills and understanding. With the growing need of society, education has converted too many shapes such as adult, child, physical, health, technical education and so on. Since the influence of the spin-offs and ripple effects of education extend beyond the classroom across all layers of society and time, it is a must for every educated person whether he is a teacher, a student, a researcher, a statesman, an administrator, just an educated being to know about it and the existing system the world over. What could be a better institution to assist mankind in this task than a library? The American Library Association defines the library as a collection of resources in a variety of formats being organized by the experts or information professionals providing access, convenient to the digital as well as to the physical information to targeted services and achieve the mission of educational needs by promoting society as a whole. There are various types of libraries such as academic, public, school and special libraries.

A school library is considered as that type of library which serves the community, at school from kindergarten to grade 12. This type of library is affiliated with the school and helps the students and teachers in their academic goal. This library can be run by a librarian having a certificate course or diploma in library science. School is like a second home for children from where they get trained for professional and social life, and as far as the school library is concerned it is like a temple of learning for students as well as for teachers. Students in schools are in the very initial stage of learning and are more prone to learn by ill- information. They form different kinds of habits at this stage. It is said that if students get healthy guidance, they could form positive habits, but in the absence of sound guidance may grow with bad habits which lead towards unethical behavior and crimes. Crime seems to be the most pressing social problem facing humanity in the contemporary world. It has permeated every nook and cranny of the society, and the library is not an exception. This is because the library is an integral aspect of an academic institution which is part of the larger society. Therefore, we should expect that the library will not be immune to crimes that pervade the larger society.

### **Sociology of crime**

Crime is an anti-social act. It is a failure or refusal to live up to the standard of conduct deemed binding by the rest of the community. Crime is an unethical behaviour in respect of which legal punishment may be inflicted on the person who is in default whether by acting or omitting to act. Studies on the nature, extent, causes and control of criminal behaviour on both the individual and societal level comes under Sociology of crime. Crime, a term used for any act that violates written criminal law, is a form of deviance. Deviance is any behaviour that violates social norms and usually causes this approval in the majority of society. Schools, which aim to teach children not only basic knowledge on different subjects but also give them moral and ethical values and behavioral patterns, become the places where children meet violence and crime. Sometimes school crime rate is influenced by the contradiction between the school policy and the means to follow it. School policies proclaim strict discipline rules and regulations but sometimes there are no means to provide them. A lot of schools lack enforcement in order to support discipline. In such a situation both students and teachers don't feel protected and rules stay only written words not enforced by actions. The ones who commit a breach of the peace do not get any punishment and teachers of other school workers have to act on their risk and fear.

### **Library crimes**

The crimes, which are committed by some users of the academic libraries, have deprived many others from fully achieving their information needs. Library crime can constitute theft, mutilation, loss of books, arson, non-return of books, physical and verbal abuse, misuse of reading material, over borrowing, unauthorized borrowing, problem patron behaviour, delinquent readership, misplacement, and illegal incidences inside and outside the library and also scratching, engraving writing names, cartoons on table, books and magazines, which spoils the beauty of library holdings. Vandalism, mutilation, defacement, theft, etc. are problems regularly encountered by the materials of these libraries. The commodity the libraries promote: books and other information materials are valuable and expensive but

are likely targets for criminal activities. The expected roles of the academic library tend to lead it to criminal activities. The more the control, safeguard and security levels there are, the less it resembles a library that is traditionally expected to serve users. Theft of and malicious damage against books are difficult to combat because the risk of getting caught is very low, while the likelihood of success is high.

### **Library crimes and School**

Criminal activities in school libraries are not limited to library information materials alone but theft of properties such as handbags, purses, keys and notebooks are equally common. The extent, nature and rate at which these crimes occur vary from one school library to another. Despite difficulties a lot of schools recognize the threat of growing library crime and develop strategies in order to meet the challenge.

### **Review Literature**

For the purpose of review, various sources of information have been concerned such as books, journals, reports, proceedings, encyclopedias, dictionaries etc.

Adewale, T.O. and Oluwasanmi, H. (2007) in his study employ various methods in stealing books, among which are: throwing book down through the library windows that have no barrier to hinder book passage through them, borrowing one book legally and using its date due slip to the library, and female students getting pregnant with stolen books. Ajayi, N.A. and Omotayo, B.O. (2004) collated data on mutilation and theft of material materials. The study revealed that the most common method of library crime was the hiding of stolen items under clothing such as suits, laboratory coats and free flowing or loose dresses.

Weiss, Dana. (1981) found that pressure for academic success and economic or financial factors identifies as major contributors to the theft of library books. Roberts, M. (1968) concluded in his four-year study of library crime that a high rate of book theft occurred in libraries with relevant and sought after material. Sewdass, P. and Kaniki, A. M. (1995) stated that there is also some evidence that offenders are young, predominantly male, second- or third-year undergraduates, and book theft is usually carried out during the afternoon or evening of semester periods.

Isaac, O.A. and Samuel, A.O (2008). carried out an investigation on the prevalent rate of book theft in academic society especially academic libraries, he evaluated the rate at which book theft and mutilation are plaguing academic libraries in Nigeria and to proffer some measures for curbing the menace. He found that reference materials, periodicals such as journals, newspapers and magazines are mostly affected. The results from the analysis of responses showed that most of the academic libraries investigated agreed that book theft and mutilation are serious problems facing their collection.

Ogunyade, T.O. (2005). reveals that library crime is caused by many factors, which include inadequate volume of books, poverty on the part of the students, short period of loaning by the library, and selfishness on the part of the students to hide library books illegally. Bello, A.S. (2000) asserts that lack of adequate security and supervision on the

part of the workers is the primary cause of library crime, followed by inadequate number of books available in the library.

Nwamefor, R (1974) outlined the book theft devices in the libraries as concealment of books in clothes; library thieves could conceal book in their clothes before wading through the security post, mutilation of books by tearing off important pages, throwing books out through the window, borrowing a book and using the date-due slip to smuggle out books many times over, walking out with library books when security is not alert, volunteering to be searched so that he or she will be thought to be innocent and so be allowed to go away unsearched with a concealed library materials, collusion with library security personnel who may be unduly influenced.

### **Objectives**

1. To ascertain the dimensions of library crime.
2. To identify the factors responsible for library crime.
3. To evaluate how the crime affects the administration of the library.
4. To determine the implications of library crime.

### **Scope of the study**

The scope of the present study is confined to library crimes in Kendriya Vidyalaya libraries of Lucknow. There are ten Kendriya Vidyalaya placed in different areas of Lucknow. All Kendriya Vidyalaya schools are included in the population. Population sample shown in as below:

<b>S.No.</b>	<b>Name of KVs in Lucknow</b>
1.	Kendriya Vidyalaya, Aliganj
2.	Kendriya Vidyalaya, AMC
3.	Kendriya Vidyalaya, BKT
4.	Kendriya Vidyalaya, Cantt
5.	Kendriya Vidyalaya, CRPF
6.	Kendriya Vidyalaya, Gomtinagar
7.	Kendriya Vidyalaya, IIM
8.	Kendriya Vidyalaya, Memaura
9.	Kendriya Vidyalaya, RDSO
10.	Kendriya Vidyalaya, SGPGI

## **Methodology**

Merriam-Webster defines a survey as “to query (someone) in order to collect data for the analysis of some aspect of a group or area”. The survey method is one of the most effective and sensitive instruments of research and it can produce much needed knowledge. The survey is a group of research methodologies commonly used to determine the present status of a given phenomenon. The basic assumption of most survey research is that, by carefully following certain scientific procedures, one can make inference about a large group of elements by studying a relatively small number selected from the large group.

The present study has used a survey method to collect the data from KVs of Lucknow, for that ten questionnaires has been distributed to the librarians of ten KVs of Lucknow.

## **Data Collection**

A data collection survey method has been used. After deciding the sample population researcher distributed ten questionnaires to Kendriya Vidyalaya school libraries as per Table It took three days to collect data from the librarians of KVs. It took about 10 to 15 minutes of user time to respond to the questionnaire.

The main dependence on questionnaire methods is to ensure maximum cost efficient coverage for questionnaire research. However, practical difficulties like user resistance, getting time / appointment with users were experienced.

## **Questionnaire Design**

Questionnaire is often used in surveys as a primary data collection tool. It is a written instrument. A structured questionnaire was consisting of factual questions, opinion and attitude questions and standards of action questions. It was largely self-administered, for knowing use of e-resources as well as user opinions and various dimensions for e-resources. The questionnaire for data collection was to ensure cost-efficient coverage.

A semi-structured i.e. mixed questionnaire designed for KVs librarians. Details regarding the questionnaire are given below:

The questionnaire has eight questions, which have some options and librarians have to respond to ‘Yes’ or ‘No’ or ‘Any Other’.

Question 1 deals with the Library Crime activities and its reasons.

Question 2 asks the librarians about most targeted materials for Library Crime.

Question 3 deals with security measures used in libraries.

Question 4 and 5 deals with library policy.

Question 6, 7 and 8 deals with punishment and its impact.

## Data Analysis and Interpretation

### Mutilation

Mutilation is the act of destroying or removal of an essential part of library materials to render it useless. These could be as a result of bending a corner of paper or inserting pencil or biro into pages, hiding books behind the shelves. Also opening of books back to back, tearing of relevant pages, underling, marking, dog earring pages etc.

**Table-1.1 Mutilation Activities**

Activities	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Hiding books behind the shelves	2	20	8	80
Tearing of important pages	7	70	3	30
Underling, marking, dog earring pages	9	90	1	10
Hiding books in the cloths	3	30	7	70
Removal of book materials	4	40	6	60

Table 1.1 shows the various activities of mutilation performed in the libraries of Kendriya Vidyalaya in Lucknow. It can be seen that underlining, marking and tearing of important pages are the most common mutilation activities among the students of Kendriya Vidyalaya, as 90% libraries are facing the problem of underling, marking, dog earring of pages and 70% libraries are facing the problem of tearing of important pages. Hiding books is the least common activity of mutilation; only 20% libraries are facing this problem.

**Table-1.2 Reasons for Mutilation**

Reasons	Yes		No	
	Frequency	Percentage	Frequency	Percentage
High cost	2	20	8	80
Unique information	2	20	8	80
Lack of photocopy machine	4	40	6	60
Irresponsible	5	50	5	50
For cheating purpose	3	30	7	70

There could be a number of reasons for mutilation in school libraries. In Table 1.2 an attempt has been made to find out the possible reasons for these activities. It can be observed from the Table that 50% librarians believe that possible

reason for mutilation could be the irresponsible behaviour of students, 40% librarians were of the opinion that it is because of the lack of photocopier machines. While 30% librarians believe that students mutilate for the purpose of cheating. Only 20% librarians feel that high cost and unique information could be the reason for the activities of mutilation.

### **Vandalism**

Vandalism is an activity of damaging the library property intentionally or maliciously; it may be books and other documents, furniture, equipment, and library building. From the literature reviewed it was found that there are different forms of vandal acts like draw cartoons, scratch and engrave on library property etc. Therefore in the present study an attempt has been made to examine the prevalence of various vandal acts in KV's libraries in Lucknow, Which is presented in Table 1.3.

**Table-1.3 Vandalism Activities**

<b>Activities</b>	<b>Yes</b>		<b>No</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Scratching library properties	2	20	8	80
Drawing cartoon or pictures	7	70	3	30
Engraving on library property	3	30	7	70
Breakage to library property	1	10	9	90

The data represented in Table 1.3 shows that 70% libraries had noticed vandal act of drawing cartoons or pictures on books, & other documents, followed by engraving library property (30% Libraries) and scratching library properties (20% Libraries) while only 10% libraries face the act of breakage to library property.

**Table-1.4 Reasons for Vandalism**

<b>Reasons</b>	<b>Yes</b>		<b>No</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Influenced/forced by group members	2	20	8	80
Revenged against library staff	0	00	10	100
For fun	6	60	4	40
Habitual	2	20	8	80
Because furniture or equipment already broken	0	00	10	100

There are some possible reasons that were mentioned by researchers in justification of vandal acts. Librarians were asked to mention the possible reasons. The Table no 1.4 represents opinions of librarians regarding the possible reasons for acts of vandalism. Table 1.4 reveals that 60% librarians mentioned that students perform vandal acts in libraries just for fun and 20% librarians responded that students are influenced/forced by group members and it is habitual. On the other hand 100% librarians disagreed on the reasons of revenge against library staff and furniture or equipment already broken.

### **Disruptive Behaviour**

The Noughties patron of the school libraries disturb other users of the library and staff by making noise, talk, laugh and shout loudly, by pulling tables and chairs, rustling pages, verbal and physical abuse with staff, these disruptive behaviour experiencing by the librarians and so librarians were asked to mention more than one responses, hence the researcher has made an attempt to find out the various activities of disruptive behaviour, which is presented in Table 1.5.

**Table-1.5 Disruptive Behaviour Activities**

Activities	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Laugh & talk loudly to their friends	6	60	4	40
Lifting or pulling chairs and tables	4	40	6	60
Sleeping	1	10	9	90
Putting legs on table or chairs	1	10	9	90
Noisily rustling books	2	20	8	80
Verbal & physical abuse against library staff	2	20	8	80

It can be observed from the Table that 60% librarians mentioned laughing and talking loudly to their friends as a disruptive behaviour performed by students; 40% as lifting or pulling chairs and tables and 20% observed noisily rustling of books and verbal and physical abuse against library staff. While only 10% librarians are seen sleeping and pulling legs on tables and chairs by students. All these activities are the continuous problem facing librarians. There could be various reasons for disruptive behavior in the school libraries some of them may be the habit of the disruptive user or for fun, influenced/forced by group members and show anger or frustration. Hence an attempt was made to point out the various reasons for disruptive behaviors. The librarians were asked to mention more than one reason. The collected data were presented in Table 1.6.



**Table-1.6 Reasons for Disruptive Behavior**

Reasons	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Habitual	4	40	6	60
For fun	6	60	4	40
Influenced/forced by group members	3	30	7	70
Show anger or frustration	1	10	9	90

The Table 1.6 shows the reasons for disruptive behavior in the library. Data shows that 60% librarians were of opinion that the reason behind disruptive behaviour of students in libraries is for fun, 40% librarians thought that it is habitual among

students, and nearly 30% librarians thought that students are influenced/forced by their group members. While only 10% librarians mentioned that the reason for disruptive behavior is anger and frustration of students.

#### **Other Activities**

Other than Mutilation, Vandalism and Disruptive Behaviour some other Library Crimes such as Theft, Misplacement and Non-Return of Books were mentioned by researchers which is commonly performed in school libraries, which is presented in Table 1.7.

**Table-1.7 Other Activities**

Other Activities	Yes		No	
	Frequency	Percentage	Frequency	Percentage
<b>THEFT</b>	4	40	6	60
<b>MISPLACEMENT</b>	6	60	4	40
<b>NON- RETURN OF BOOKS</b>	3	30	7	70

It can be observed from Table 1.7 that misplacement of books and other reading materials is the most common problem among the libraries of KVs as 60% libraries are facing this problem followed by the problem of theft in 40% libraries. While 30% libraries observed the activity Non- Return of Books and none of the library is facing the problem of unauthorized borrowing.

Several reasons were observed by the researcher for activities of misplacement, theft and non-return of books. The librarians were asked to respond on the reasons observed by the researcher which is shown in Tables 1.8 to 1.11

**Table-1.8 Reasons for Theft**

Reasons	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Non-Issuing of books	0	00	10	100
Overdue fines	1	10	9	90
Social and cultural background	3	30	7	70
Poverty	2	20	8	80
No guard at exit	5	50	5	50

The researcher has made an effort to find out the reasons for theft of books & other reading material in libraries of KVVs which is shown in Table 1.8. It is revealed that in 50% libraries theft of books and other reading materials occurred due to the non availability of guards at the exit gate. 30% librarians thought that the social and cultural background of the patrons is responsible for theft and 20% librarians mention poverty while only 10% librarians mention overdue fine as the reason behind theft in school libraries.

**Table-1.9 Reasons for Misplacement**

Reasons	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Expensive books	5	50	5	50
Pressure of examination	1	10	9	90
Habitual misplacement	4	40	6	60
Selfish nature	4	40	6	60

Misplacement or book-hiding in the libraries is a purposeful removal of books and other reading material from the libraries or in the stacks of libraries is an experience of all working librarians. In Table No.1.9 an attempt has been made to find out the possible reasons for the misplacement of books in school libraries. 50% librarians responded that the reason for misplacement of books is the high cost of books and 40% librarians mentioned that it is habitual among students. Only 10% librarians believe that misplacement occurs due to the pressure of examination on students.

**Table-1.10 Reasons for Non-Returning of Books**

Reasons	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Negligent rules/officials	2	20	8	80
Rare documents	3	30	7	70
Ill health	5	50	5	50
Lack in discipline	3	30	7	70
Less issuing period	3	30	7	70

Librarians were asked to give possible reasons for non-returning of books. Table 1.10 shows that 50% libraries experience non-return of books because of ill health of the students. 30% librarians responded that students do not return the books or documents which are rare. 20% librarians mentioned that the reason for non-return of books is negligence of rules by the officials and students.

**Table-1.11 Targeted material for Theft and Vandalism**

Material	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Books and other printed documents	6	60	4	40
Computer and other equipment	1	10	9	90
Library building	0	00	10	100

In Table 1.11 an attempt has been made to find out the most targeted material for theft in KVs library in Lucknow. It is found that books and other printed documents are the most theft materials and prone to vandalism in school libraries as 60% librarians mentioned the activity of theft of books in their libraries. Only one library is facing the problem of theft and vandalism of computers and other equipment.

**Table-1.12 Types of security measures used in library**

Security Measures	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Monitors, CCTV Cameras	7	70	3	30
Property counter	3	30	7	70
Library security employees	3	30	7	70

Alarm gates & theft detection system	3	30	7	70
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The librarians were asked to mention the security measures which are being used in their libraries to reduce and to put control on the activities of theft, mutilation, non-return books, misplacement, and vandalism to library property and disruptive behaviour which is shown in table 1.12. Results show that 70% of libraries make use of monitors and CCTV Cameras for security purposes. While 30% libraries have arrangement of property counter at the main entrance of the library, library security employees at exit point and make use of automatic theft detection systems such as RFID.

**Table-1.13 Fund available for the following areas**

Areas	Yes		No	
	Frequenc y	Percentage	Frequenc y	Percentage
Repurchase of missing books	2	20	8	80
Installing security system	4	40	6	60
Repair of vandalized materials	6	60	4	40
For new furniture and equipments	6	60	4	40

By keeping in mind the third objective of this research the researcher asked the respondents to provide information that whether there is any provision of funds to recover the damages occurred due to the activities of library crime. It is found that 6 libraries have funds for purchase of furniture and other equipment and for the repair of vandalised material. Only 20% libraries have provision of repurchasing the missing books.

**Table-1.14 Frequency of Stock verification**

Period	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Once in a year	10	100	0	00
After two years	0	00	0	00
After three years	0	00	0	00

Stock verification is the physical counting of the stock. Where counting is not possible, measuring or weighting is done. The results of such physical checking are systematically recorded. Stock verification disclose the possibility of

fraud, theft or loss or deterioration. Table 4.14 shows that all the libraries surveyed have a policy to conduct stock verification once in a year .

**Table-4.15 Punishment for faulty patrons**

Punishments	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Bring new copies	10	100	0	00
Suspension	1	10	9	90
Ban from library use	2	20	8	80

Every library has its own rule and norms for the punishment of faulty patrons. Table 4.15 shows that all the libraries Kendriya Vidyalaya have rule for faulty patrons to bring new copies of books and other reading materials which are being stolen or vandalized. In 20% libraries faulty patrons are banned for making further use of libraries while in 10% libraries there is a provision of suspending the student for committing library crime.

**Table-1.16 Provision to reduce/ eliminate illegal practice in library**

Provision to reduce illegal practice	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Photocopy Machine	6	60	4	40
More books issue at a time	7	70	3	30
Reduce late fees	4	40	6	60
Longer issuing period	9	90	1	10

Librarians were asked to mention the practices which are being used in their libraries for reducing or eliminating the illegal practices which is shown in Table 1.16. Results show that 90% librarians mentioned the provision of longer issuing period. While in 70% libraries more books are issued at a time and 60% libraries make use of photocopy machines.

**Table-1.17 Impact of illegal practices on library administration**

Impacts	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Reduces number of library users	1	10	9	90
Unavailability of books on shelves	3	30	7	70

Increases library budget	6	60	4	40
Result in poor quantity & quality of library services	4	40	6	60
Lack of library staff	2	20	8	80

To fulfil the third objective of this study the researcher asked the librarians to mention the impacts of these illegal practices on the administration of their library. Table 1.17 shows that 60% librarians mentioned that illegal practices increase the library budget, 40% librarians responded that illegal practise adversely affect the quantity and quality of library services, while in 30% libraries these illegal practices result in unavailability of books on shelves. Illegal practices in libraries does not affect the strength of the library users as 90% librarians denied the reduction in number of library users.

## **Findings**

The findings have been presented under the following headings as per the objectives of study;

### **Objective 1. To ascertain the dimensions of library crime.**

### **Objective 2. To identify the factors responsible for library crime.**

#### **1. Mutilation**

90% libraries are facing the problem of underlining, marking, dog earring of pages and 70% libraries are facing the problem of tearing of important pages as mutilation activity performed by faulty patrons.

50% librarians believe that the possible reasons for these kinds of activities is irresponsible behaviour of students and 40% librarians were of the opinion that lack of photocopy machines may lead to mutilation activities in school libraries.

#### **2. Vandalism**

In regard to vandalism activities in libraries, 70% librarians noticed the drawing cartoons or pictures on books & other documents as vandalism performed by the students.

60% librarians mention that the reason for this kind of act is students usually do this for fun and 20% librarians think students are influenced/forced by the group members or it is their habitual nature.

### **3. Disruptive Behaviour**

In response to disruptive behaviour, 60% librarians mention students usually laugh & talk loudly to their friends and 40% mention lifting and pulling chairs and tables instead of maintaining silence in the library.

In terms of reasons behind the disruptive behaviour of students 60% librarians mention they usually do this for fun and 40% say that it is a habitual nature of students.

### **4. Theft**

□ 40% of libraries are facing the problem of the theft of books.

50% librarians mentioned the absence of guards at exit points as the reasons for theft in libraries.

### **5. Misplacement**

In regard to misplacement, 60% librarians found that it is performed every day in their libraries and the reasons for that; □

50% librarians mention that misplacement occurs in the libraries because of the expensive nature of books and 40% mention that this is because of habitual or selfish behaviour of the patrons.

### **6. Non- return of books**

□ 30% libraries mention the activities of non- return of books are performed by the number of students because of their ill health (mentioned by 50% libraries).

7. As regard to most targeted library materials for theft and vandalism in libraries 60% of libraries mention that books and other printed documents are the most targeted by patrons.

### **Objective 3. To evaluate how the crime affects the administration of the library.**

In regard to evaluate the effect of library crimes on school administration, the researcher asked some question under which librarians of KVs respond as follows:

8. 60% librarians mention that it results in an increase in the library budget and 40% mention that it leads to poor quantity & quality of library services.

### **Objective 4. To determine the implications of library crime.**

To determine the implication library crime, researchers asked some questions to respondents related to security provisions which have been performed by KVs to deal with library crimes.

9. 60% libraries have funds for purchase of furniture and other equipment and for the repair of vandalized material.

10. 70% of libraries mention that for security purposes monitors and CCTV cameras have been used.

11. For security and control measures, there is stock verification performed by KVs library once in a year.
12. As a punishment for faulty patrons KVs have a rule for receiving a new copy from defaulters.
13. 70% of librarians mention that provision for more book issues at a time and 60% mention that provision for photocopy machines can reduce the illegal practice in libraries.

### **Conclusions**

Importance of information resources cannot be over-emphasized, man depends on library resources for knowledge and new ideas which are projected through the use of library resources. From the literature so far reviewed, it is apparent that library crime manifests in various forms and has differing causative factors. Library crime comes in different forms, such as mutilation, vandalism, disruptive behaviour, theft, misplacement etc. The data collected in this research revealed the various security lapses and ways libraries lose their materials through theft and mutilation. This study identifies the causes, dimensions and implications of this endemic social problem within the ambit of sociology for easy and broad level understanding of the phenomenon.

### **Recommendations**

The Government should prepare a policy or guidelines for the proper and smooth functioning of libraries in the country. The policy must cover the following areas:

1. There should be the provision for one assistant under the librarian, so that librarians can perform their jobs easily.
2. Photocopying facilities should be made compulsory in school libraries.
3. To guard against natural disasters, which may be caused by fire outbreaks, floods, etc., there is the need for the librarian and his staff to set up disaster prevention measures. These include proper inspection of all electrical installations from time to time to detect possible electrical faults.
4. Fire extinguishers must be provided and properly maintained.

### **For Principals**

5. The principal and the authority should organize the state/national/international seminars and conferences with the financial assistance from UGC on library safety and security issues to educate and inform the professional as well as to make library staff aware about preventive measures for library security and safety.
6. Management should provide funds for installation of modern security systems in school libraries like CCTV, RFID etc., to prevent library property from library crimes.



**For Librarians**

7. The books in the library should be properly labeled and get checked individually so that vandal books can be identified.
8. Proper guidelines and demos should be provided to the students for using library materials.
9. Library staff should be more vigilant, committed to library work, training on crime and vandalism prevention techniques should be given to staff on regular intervals. Periodic assessment of vandalism situations should be done. A security audit pinpointing the weakness of security of the library should be made.

**For Students**

10. Nowadays, all crimes whether it is inside the library or school or outside the school campus happen due to lack of calmness and patience. So students should develop a nature which caters calm, patience and most important positive thinking attitude.

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