



Standards for School library in 21st century: in the context of Indian School Education

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Abstract:

In this Research paper researcher studied about school library standards for development and changes in present day scenario of school library. For vast changes in School Library services and development governments and local bodies has to develop their educational standards for today's 21st century thought. They have to rethinking for significance of school library. Develop an authentic standard and Universal guidelines just like IFLA/UNSSCO, ALA, KVS, CBSE and many others. In this paper researcher has tried to puts a useful guidelines and standards from particular.

1. Introduction

The concept of school library has changed in 21st century school libraries have undergone a major redesign. In the 1960's book libraries had to be rethought to include a new wave of audiovisual devices and software. The second began in the 1980's with networks and the internet. The first redesign required only a shift in contents. The second requires an entire rethinking.

In India changing philosophy of education and also to bring improvements in the system of education, Government of India appointed education commission (1952) D.S.Kothari commission and 1964-66 the Government of India constituted the secondary education commission under the chairmanship of Lakshmanswami Mudaliar and many changes in education policy just like course content, changing examination system, update syllabus and need of new century youth. In this research paper researcher a little more highlight on new development for school library standards for new millennium. This will be poll star for school libraries in India. Today's 21st century our need with changing technology aspect and criteria different from past. We have to join or connect with universal thought. Requirement of 21st century guideline for development with full fascinate and equipped library to the user.

2. Concept and definition of School library

According to IFLA /UNESSCO manifesto "School library Provides information and ideas that are fundamental to functioning successfully in our increasingly information and knowledge based present day society". The school library equips students with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens. (Wools, 2005, p.114)

Kendriy Vidhyalaya Sangathan describe library guidelines for their vidhyalaya library 21st century learning environment students need to be equipped with essential skills that make them effective seeker's, evaluator, and creators of information available in myriad formats. (KVS, 2012, p.14)

3. Objectives of School Library

1. To develop reading habit among the students and staff of the school.
2. To Provide latest reading materials among the readers as per their choice and test.
3. To create a teaching learning environment through co-curricular various activities.
4. To develop digital infrastructures as per requirement of users.

5. Co-ordinate with students and staff academic objectives and requirement.

4. Place and design of school library Building

In the 21st century school library place select as per program planning, together with technology and space planning, results in the development of educational specifications.

According to Erkson (2001) the design of the school library facility must be based on a set of beliefs; beliefs about students, the school itself, the educational process, integration of technology and the role of information of these beliefs about schooling and the role of the school library in the teaching and learning process is pre requisite for program planning. (Erkson, 2001, p.11)

As per CBSE guideline the location of the school library is of as much concern as in its size and shape. It should best be located in an area of maximum accessibility to the students and teachers, the premises chosen to accommodate the library should meet the following requirements.

- Should be in a quite area free from excessive noise, disturbances and pollution.
- Should be away from good ventilation and ample day light.
- Should have sufficient floor area in the reading room to enable the students to use it comfortably either in groups or individually.
- Should have sufficient work space for the staff to received books on approval and undertake accessioning, classification, cataloguing, minor repair, issue and return and reference service activities.
- Should have separate enclosure to be used as committee/conference room by teachers and pupils for participating in joint or group discussions.
- Should have sufficient stack area so as to organize the books in open selves.
- Should have a counter enclosure for keeping personal belongings.

Above suggestions are become a fully facilities library and also arrange for digital infrastructure and equipment just like computer peripherals, audio visual aids and internet network. With to technical support a design as per present scenario for 21st century library services.

In India Indian Governments recommended BIS standards for secondary and senior secondary school library building guideline for library building stack room, a librarian's room and a reading room having capacity of seating 40 to 120 students at a time. The stack room should be big enough to accommodate 10,000 to 15000 volumes.

The size and seating capacity of the reading room will depend on the optimum number of students that a school usually admits. We should Provision of 10sq.ft. Floor area per student in reading room is considered adequate on the basis of these considerations a library should provide accommodation for at least 50 students of a class at a time plus 10% extra space for other group activities, project and reference services beside room for librarian, circulation counter, reference desk, books, periodicals, display committee/ conference room, property counter, catalogue enclosure, cybercafé maximum 10 PCs insole with OPEC facility and Internet Connectivity.

5. Funding

The School library requires a level of funding that will give all students adequate opportunities. In an era when access to information defines the difference between wealth and poverty, the information and instruction that students and others need for active, authentic, information based learning. The school library requires a budget that supports the continuous collection of information in all formats and that provides the instructional infrastructure that will help student learn to use that information in creation, meaningful ways.

As per IFLA/UNESCO guideline school library material should be at least 5% of per student expenditure for the school system, exclusive of all salaries, special education expenses, and transportation and capital improvement funds.

KVS guideline recommended that the total library budget for year =150/- per student and per teacher 250/- Rs. or minimum Rs.1, 50,000/- and two section school the same formula will be followed. We keeping mind the upper sealing of Rs. 2.5 laks in no case the library budget school increase above the limit. KVS shall revise the formula as and when needed. For newly opened Vidhyalyas a onetime budget would be provided for setting up the basic collection and infrastructure. The investment for automation would be allocated under the provision of this one time budget.

CBSE school library guideline stated that Yashpal Committee report (1993) sufficient contingency amount not less than 10% of the total salary bill of the school could be placed at the disposal of heads of schools for purchase, repair and replacement of pedagogical equipment which could become part of the library.

6. Staffing and Management

As prescribed by KVS library policy one librarian and library Attendant is required for library management. Qualification for Librarian is required a minimum graduate and Graduate degree in Library and information Science. If Candidate is Master's in Library and Information Science is excellent for better achievement. CBSE and NVS also recommended as librarian in Graduate degree or master degree in library and information Science for the qualification of librarian. According to IFLA/UNICCO library guideline mentioned their manifesto a graduate in library science person with essential knowledge of extra co- curricular activity and active technocrat.

According to CBSE library guideline the strength of 2000 or less students in the school the following staff structure require.

1. Primary/Middle Primary School:
Librarian (Assistant Teacher Grade) - one
Library Attendant - one
2. Secondary School:
Librarian (TGT teacher) -one
Assistant Librarian (Assistant Teacher Grade) - one
Library Attendant - one
3. Senior Secondary School:
Senior Librarian (PGT Grade) -one
Librarian (TGT Grade) -one
Assistant Librarian (Assistant Teacher Grade) - one
Library Attendant - one

7. Selection of Reading Resource Materials

To develop collection development to make policy or standard as require and objective of parent institute. It's also managed a budget and co-curricular activity enhancement of future test of reader. Krishan Kumar stated that in the International Conference in Vidhya Bhawan Society, Udaipur the movement to develop the culture of reading book and setting up libraries has to face two major problems, essentially because the library is a public space to be used by people with different views and thoughts. The first problem is concerned with the process of selection of books and other reading materials. Some important questions which have due in this process are:

- What kind of books or reading materials should be selected?
- On what basis are these books to be selected?
- Who will be responsible for selecting these books?

- What authority dose this person have to select the books?

A committee constructed for selecting of books and reading materials is responsible for creating and developing a list of books. As per KVS and CBSE guidelines a Committee in school library constructed.

8. Implications for 21st century education

The changing learning landscape from the previous section, it is evident that the current learning landscape is constantly changing in terms of what is learned, the context in which learning takes place, and who is learning. In this every changing landscape learner is central, this requires curriculum and pedagogy that address the following aspects.

- Evolving needs of learners.
- Developing knowledge building environments.
- Focusing on personalization.
- Evolving space for learning.
- Evolving learning devices or hardware.
- Evolving pedagogy.

Above mention implications seen in present educational environment and also affect in library development and management.

9. Conclusion

School libraries around the world share a common purpose, expressed in the 1999 IFLA/UNESCO School Library Manifesto: The school library in teaching and learning for all. School library personnel uphold the values of the United Nations Declaration of the Rights of the Child (1959), the United Nations Convention on the Rights of the Child (1989), the United Nations Declaration on the Rights of Indigenous People (2007), and of the Core Values of IFLA. School libraries are envisioned in the Manifesto as a force for the enhancement and improvement of teaching and learning throughout the school community—for educators as well as for students.

All guidelines represent a compromise between what we aspire to achieve and what we can reasonably expect to achieve. The contributors to this document were inspired by the mission and values embodied in school libraries, and they recognized that school library personnel and educational decision-makers, even in countries with well-resourced and well-supported school libraries, must struggle to be relevant to the learning needs of the whole school community and to respond thoughtfully to the changing information environment within which they work.

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