

DESIGNING AND DEVELOPMENT OF A STANDARD FOR SCHOOL LIBRARY: A REVIEW

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Abstract

The present study deals with the reviewing of different aspects of school library, viz. objectives, rules and regulations, management and standard. The main objective of this work is to review different existing literature to design and develop a standard for school library. For the fulfilment of the study, the researchers search and analyze various primary, secondary and tertiary sources. It is found in the review that there is no proper standard for the school library, no equilibrium is maintained in this country.

Keyword: School Library, Standard, School Library Standard, Literature Review

1.0 Introduction

A library plays always a pivotal role in the society. It is nothing but an organic adjunct to the society. Especially school library takes the highest responsibility to build the character of our nation as the students are builders of nation and without proper functional school library the national aspirations can never be achieved. And the utility is felt by the education commission worldwide. To run the school library properly the necessity of following a standard is also felt. Almost all the developed countries try to follow a standard for school library. But in the developing countries no standard is being followed and that's why no equilibrium is maintained there. These objective condition prompted the researchers to undertake a comprehensive study on the issue of designing and development of a standard for school library. This literature review can help us to get knowledge about what is already known on various aspects of school library as well as school library standard.

2.0 Objective

The aim of this paper is to provide a comprehensive literature review on school library and its different aspects, such as school library objective, development, rules and regulations, management, standard and compare the standards among each other for development and implementation of a new school library standard.

3.0 Methodology

An endeavor towards a comprehensive literature search had been carried out at the initial stage, to identify and locate available information, relevant and pertinent to the problem of this research work, scattered in various information sources like journal articles, conference papers, theses and dissertations, research reports, books, electronic information sources, even in Internet resources. To get access to such sources, document surrogates like bibliographies, indexes, library catalogues, booksellers' catalogues, and guide books had been used. However, a major portion of data had been collected from pioneer databases, like LISA, ILSA, ISA, Dissertation Abstracts International, Indian Dissertation Abstracts, Bibliography of Doctoral Dissertations, University News, and IASLIC Newsletter. The data collected in such a manner had been analysed, classified and represented under suitable headings, keeping consistency with the intension of the research work. An overview revealed through examination of existing literature is furnished below.

4.0 Observations

The findings revealed through study of literature are as follows:

4.1 School Library Objective

S. R. Ranganathan in his popular book 'Sociology of School Libraries' discussed about the objectives of School library and name as an important instrument of information and entertainment for students. School Library helps in growing moral habits among the students from their childhood. Moreover, he emphasized how school library can provide effective service to the children and the teacher and recommended how school library be a bridge to connect teacher, student. He opined that only a librarian can do the job. "The result of modern rethinking on education is to make the library the heart of the school, from which every activity in the school radiates and by which it gets irradiated" (Ranganathan). "Education is the manifestation of perfection already in Man", as Swamiji said. It builds the backbone of a nation and it can be achieved through the assimilation of knowledge. Library is the storehouse of knowledge where a learner can study as he likes. Mazharul Haque in his famous book (Mazharul Haque...et.al.) on education explained how library forms the reading habit of a student which helps him to grow up both mentally and physically. In the book 'Planning for Competence Foundations of Education' Joseph F. Callahan and Leonard H. Larx, we get a clear picture of the history of the origin of education of the world as well as the first condition of secondary schools. At the same time they informed in their books the major issues and major aspects affecting the secondary school library system. Though focusing light on overall development of education they did not give any specific idea about the school library system in their book (Callahan, Joseph F. ; Clark). A clear idea about historical background of school library including ancient, middle and modern time is given in the book entitled "Library and Information Society" written by B. Chakraborty (Chakraborti). Not only history from his book we get transparent idea of the objectives of school library. He also discussed about the functions, collections, services and movement of school library. He opined that the main objective of school library is to serve the cultural, curricular and general educational needs, to provide study area for the learners, to provide an information service. He tried to create interests in reading and build up a good collection. But his book lacks many essential elements which are very important for a modern school library. Grauwe presented a paper 'Improving School Efficiency: Issues or Priorities' in the seminar organized by UNESCO, where the main objectives were recommendations for the education planners and administrators to school efficiency (Grauwe, A. De; Varghese). Though the concept was about school library his paper did not focus light for decision making on education which could be applicable to all countries or all schools.

4.2 School Library Rules and Regulations

C.A. Stott in his book first tried to discuss about the basic Rules and Regulations of school library system where he described school library as an institution which is established on the principles, e.g. library administration, opening and closing time etc. (Stott) In his book Stott mentioned only some rules and regulations but he does not mention how to apply these norms for the structural development of school library and that's why this policy proves not suitable for the developing countries. Asitabha Das's in his article "Status of School Librarians in Calcutta, West Bengal, India" discussed about the status of school librarians where he recommends the essential qualification of school librarian, the pay scale of the librarians of the schools in West Bengal. But from this article the problems of the school libraries are not identified and no policy is given to develop those (Das). S. R. Ranganathan's book 'New Education and School Library: Experience of a century is assumed to be the first book on school library from the perspective of India where almost all the aspects of school library are discussed elaborately. He realized the importance of the library in a school and demonstrated the role of school library in the development of education system through his book. Moreover he mentioned rather recommended an ideal technique for the school library, how should be the reference service, how the circulation works be done and what methods to be accepted in the rules of School Library for modernizing the circulation method. He opined that budget plays a vital role to run a school library smoothly (Ranganathan et al.). He also indicated that what should be the required fund for a school library. Through this book Ranganathan recommended a complete guideline which will be helpful in the development of school library. K.A.M. Shamsul Huda Mia (K A M S H Mia) focused light on the role of libraries in schools and recommended some suggestions regarding their improvement from the perspective of Bangladesh. He explained that adequate study of selected books enriched the teaching program and library not only provide the adequate supply of books but it also teaches the students how to get information using reference books, how to use the card catalogue. IFLA/ UNESCO explained elaborately how should be a school library, what are the objectives of school library. It discussed all the aspects of school library like policy, funding, budget, library location, space, furniture equipment, collection development policy etc. It gave emphasis on finance and budgeting, organization, stuffing, management of school libraries. According to the IFLA the entrance of school library should be on ground floor. School library should have reading areas, computer workstations and a library desk. Good lighting, special audio video data technology, furniture keep a vital role to develop a secondary school library. IFLA also discussed about librarian's qualifications. IFLA recommended guidance about secondary school library under the supervision of UNESCO, which is followed more or less all over the world (Ifila).

4.3 School Library Management

In his study on book selection for school libraries in 1962 Wofford discussed about the reading materials of school library. He opined in his own way what kind of documents should belong to a school library. In his article he recommended what percentage of textbooks, reference books be in a modern school library. He mainly discussed on reading materials but the other aspects of a school library like library policy, staffing and funding were neglected (Wofford). The book entitled "School Library Management" by G.L. Trehan and I.V. Malhan is considered as a complete book on school library where the author discussed about the objectives of school library as well as emphasized on the services provided, standard, users and the administrative problems (Malhan, I. V.; Trehan). But he didn't focus light on the necessity of Information communication and Technology (ICT) in school library. B. Chakraborty in his book highlighted on the selection procedure of a Collection Development for a school library as he considered that collection development affects a school library system and that's why right document should be selected (Chakraborti). But In his book he did not show interest on the policy of school library. In Twenty-ninth All India Library Conference, Mysore University Trehan presented a seminar paper on fifty years of librarianship in India where he discussed about the present situation, development of library services, library co-operation. He realized the need of separate library hour in school library (Trehan). Kohl also described different aspects of libraries in different countries and made a comparative study. He described library administration personnel, staffing, and building. Though he explained broadly the administration of public library, academic libraries but his policy did not prove fruitful in school library development (Kohl). D.D. Chaturvedi considered library as the heart of any educational institutions. In his book 'Standard for the school libraries' he elaborately discussed the mission of a school library. Once the school education mainly depended on the text books but now the educationists realized that textbooks are not sufficient to get real education (Chaturvedi). He pointed out some other objectives of school library. According to him school library should serve every child in the school like average student, the gifted child, the slow, shy, special child providing the document related to their requirement. He opined that library should be located at the centre of a school building and should be water proof, much space for furniture expansion. It should be located at a calm and quiet place. Muhammad Sa'dat Ali wrote a book 'School Colleger Granthagar Parichalana' (Management of School and College Libraries). In his book he elaborately discussed the necessity of a library in a school. He also discussed some basic rules of school library (Ali). But no definite idea about the functions, responsibilities, problems and prospects were given in his book. Mamina Diasiny admitted book as a living thing because the contents which a book contents are alive. In her famous book she elaborately discussed how the library plays an important role to develop a nation. Library is the place where the darkness of ignorance faded away (Deyasini). She discussed about the different kinds of library, the system of making library card, the procedure of arrange books, borrow books from library. B.B. Despande defined library as 'the school is the soul, the care and the pivot around which the academic life in the school revolves'. A.D.M. Ali Ahmed described the objectives of school library and he emphasized on reading habit which grows within a child from the school library (Ahmad). He also discussed about the collection of a school library where he recommended the inclusion of not only text books but studies, novels, travel, biographies book, adventure, sports, reference books like encyclopedia, dictionary, manual, magazine, newspaper, maps, etc. He said in his book that the efficiency of the librarian is the most important thing with which he can attract the student to the library, can motivate the students. Krishan Kumar considered the school library as the hub of any institutions. In his book 'Library Manual' mentions about school library which plays a vital role to develop educational system in school level (Krishan Kumar). He also discussed about the service system library place of school library.

4.4 School Library Development

A. Mukherjee in his book 'Comparative Education' did a comparative study of secondary education in different countries both developed and under developed. He also analysed different education commission like British Crown Commission, Hunter Commission and Sadler Commission (L Mukherjee). Although in his study he depicted various problems of school library system but no recommendations are given to improve this. Mamtaz A. Anwar pointed out the absence of libraries in schools. She surveyed schools in Bangladesh and pointed out that secondary school libraries have very poor collection which were unorganized also. She said that for successful running of a library a trained librarian essential (Anwar). Besides, budgetary provision, good collections of books, trained staffs, modern equipment, and sufficient space are also needed. After discussing the situation of secondary libraries he recommended some solutions to develop the situation. Aladdin Talukdar also discussed about the problems of secondary libraries such as funds, accommodation, trained staff and salary of them (Talukder). Ahmed Karmul Hasan made a comparative study of secondary school libraries in different countries and depicts that in United Kingdom every student has to submit the record of library work to pass an examination. He highlighted this example to focus on the problems of lack of library use of students in Bangladesh and some other countries also (Hasan). In this context he discussed some advantages of using libraries at school for the students. R. N. Sharma discussed about the development of academic libraries where

he mentioned that there was no modern library in Indian Universities before 1924. From his article we got a picture of development of secondary school libraries where he mentioned the objectives of school libraries and defined school library as “a meeting place of students full of enjoyment and store of knowledge” (Sharma). Though he detected the lacuna of school libraries but no recommendations were given there to improve the school library system. B. D. Panda in his book ‘The Growth of Academic Library System’ elaborately discussed the development of academic library system and classified them in different phases (Panda). For the completion of his study he made a survey on different high schools in Orissa which includes some famous Government school libraries with very poor collection of books and recommended some solutions but these recommendations were not very up-to-date and not essential for modern school library system. Mandira Kaushal in her article ‘Role of School Library in Different Countries’ defined school library as a “specific term that contents four main elements such as the resources, the user who are students and teaching staffs, the library staffs and the environment” (Kaushal). She opined that to improve the teaching learning process school library should act as an information centre. She worked on different school libraries of Kenya and realizes the problems of school library, but no such solutions are given in her article. Research on development of academic library between 1927-52 pointed out mainly two points. The first one was the establishment of libraries in secondary school and the second was investigating the problems confronting the school library and the library profession. And research on the educational functions and activities of school library was done between 1948-52. Iyengar Sreenidhi said “One of the persistent in the School Library field relates to the distribution and nature of School Library System”. Though Pelgrum realized the utility of ICT in Education but in his book there was no instruction of ICT application in school libraries (Pelgrum and Law). In 2003 in an international seminar organized by LAB and ILIS Smita Sett presented an article on the development of school library human resource where she defined school library as “an information centre and a resource centre”. She discussed about the functions of school library. She highlighted on the qualifications and the responsibilities of the librarian (Sett). She did a comparative analysis of different school libraries in different countries in Asia but no recommendations for the development of school libraries were given in her study. Prof. Sarkhel also presented a paper on ‘Role of Libraries in Human Resource Development in Bangladesh’ where he pointed out that library plays a vital role in human resource development and if school library was established in every school it will be very fruitful for human resource development (Sarkhel). Munshi Dr. Md. Nasiruddin in his article ‘School Library Development in Bangladesh’ discussed about the major problems of school libraries in Bangladesh (Munshi). Not only he discussed about the problems but he recommended a standard for the development of school library system. Prof. Yoon-Ok-Han wrote an article on secondary school library policy and its implications in Korea where he did a comparative study of different school libraries in different countries and discussed the various problems in school library (Han). He pointed out to redesign the school libraries. Under the supervision of IFLA, a survey was done by the workers of Netherlands on the secondary school library in Netherlands. This survey gave the status of the school libraries, the management system, the status of librarians (Boekhorst et al.). In this respect Bockhorsy pointed out the importance of school library. But this study contributed nothing to library policy development. Dr. Islam in his article ‘Academic Library Policy for Bangladesh he discussed about the institutional development of libraries and highlighted on the situation of school library. He also recommended a minimum standard for school library (M.M. Islam). But his idea was not complete. Prof. Rahman also worked on post primary education system of Bangladesh and elaborately discussed the problems of the post primary education system in Bangladesh. He suggested that the development of education system depends on the secondary education. That’s why all the secondary schools should have library with good collection and efficient librarian.

4.5 School Library Standard

Sandra K. Paul in his article ‘Library Standards: an introduction to organization and standard process mentioned that in the meetings at ALA the word ‘standard’ was frequently used. In his article he clearly differentiated the two terms, i.e. technical standards and performance standard. Performance standard dealt with the idea that how many books should be there within the library to satisfy the need of the users. On the basis of the remarks of Boston Conference ‘Philosophical and practical implications of library automation standard’, his article described ANSI, ALA, X3, Z39, the information systems Standards Board, ISO and other organizations involved in the creation of library standards. The life cycle of library standard was also described. But he did not mention specially about any standard for academic libraries (Paul). California Department of Education in 2011 published a book after adoption of the model school library standard for California Public School by the State Board of Education. In California many research works were done on school libraries and the result came that students learning in schools with good libraries get better grades than their peers in schools without libraries. The school library program standard initiated in each library program area, i.e. staffing, access, resource. In his book these three program area were elaborately discussed and a model is also given. In his study a school librarian was referred as a teacher-librarian who should have both the capabilities of a teacher as

well as a librarian. The standard highlighted on staffing, access, teacher librarian responsibilities and resources (Mitchell et al.). In the article 'I never had to use the library in high: a library instruction program for at-risk students' Rachel A., Regina Mays and Rachel Random discussed about the program of academic libraries. He commented that "one hour is simply not adequate for students to learn research skills". That's why they described the process of designing workshops to demonstrate how the program support to achieve the institutions' goal. They opined that only one hour library use cannot reach the goal (Fleming-May et al.). H. Inci Onal did a comparative study of school library systems of Germany, Iran and Turkey. He determined the parameters as the IFLA/ UNESCO manifesto and based on the parameters he did the survey among the three countries and made a comparative study. The purpose of this study was to find out the impact of IFLA/ UNESCO manifesto in the three countries (Önal). In the article "Standard for library schools, 1976" the need for standards in library education was discussed, there were three parts and the Part I dealt with the genesis, philosophy and main points of the standard, the Part II gives definition and Part III recommends a model standard which includes the location, staff, curriculum, budget, etc. ("Standards for Library Schools, 1976"). P G J Overduin opined in his article that a school library is not only a library in a school but it is a teaching aid which supports the education program of a nation. He said that only good collection cannot help the students rather he emphasized on the credential of the teacher librarian. With good collection a trained librarian is the prime need for the successful running of a school library. In his study he mentioned about the Transvaal Education Department who formed their own provincial school library centre in 1951 and provided a centralized acquisition service to all the school libraries in the nation (Overduin). London Library Association revised two documents 'school library resource centre 1970 and a supplement of non-book material 1972 and recommends a guide line. The guide line covered different areas of a school library system, i.e, organization, staffing, collection, accommodation, budget, service, etc. (Library Association). Verho Seppo said that according to the committee of Comprehensive Education the school library in a comprehensive school should consist of a central library. His study highlighted that in reality the recommendation of the committee about school library fall far below. No uniformity was followed. But he himself did not recommend any model standard for secondary schools (Verho). John Rees in his article suggested SLA (School Library Association) about the standardization of school library, but from his study no definite guideline came out which would help in standardizing the school library (Rees). S.O. Igwe did a detailed survey in the Nigerian school libraries to examine the functions of school library in improving a school and came to the conclusion that the school without libraries could not perform its functions properly and in this respect he suggested to the Nigerian Library Association to take necessary steps so that every school could get its own library as well as he mentions the importance of maintaining equilibrium with in the schools and the necessity of forming a school library standard (Igwe). L. A. Scott did a comparative study between US, UK and France on the school library where he opined that the library should be at the heart of any school. From his study he realized that France school libraries need to for an association and standard. But he himself did not recommend any standard (Scott). W.M. Vermeulen in his article discussed that the purpose of school library is to support the education programme of not only the school but the whole nation. In his study he mentioned that school libraries in different educational programme were alarmingly unequal. He did a survey in different schools of South Africa and noted that the library service in South Africa were in fragmented state where in comparion the US over a period of 70 years such standard had developed to maintain an equilibrium. He realized the necessity of forming a standard for South Africa to get rid of the uneven development in this country. But he himself did not recommend how should be the secondary school library standard (Vermeulen). Judith, Sykes discussed that the School Libraries Advisory Committee produced a set of standards for the school libraries in Canada. They wanted to implement a comprehensive common model for the school libraries of Canada. The standard was of 20-25 pages in length and it was in ebook form and it was launched in CLA National Conference (Sykes).

A standard is an acknowledged measure of comparison for quantitative or qualitative value; it describes a level of quality of performance; it establishes a set of criteria or a norm to be achieved in order to fulfill a classification. In the perspect of School Library two types of standards are provided:

- i. School Library Standards for Students. They delineate what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce.
- ii. School Library Program Standards. They describe base-level staffing, resources, and infrastructure, including technology, required for school library programs to be effective and help students to meet the school library standards (Mitchell et al.).

From 1915 onwards designing of standards for school libraries came into vision with the honest effort of NEA Library Committee in 1915. And from then the process became started. In 1918- it was presented at the NEA meeting and adopted by Secondary School Department. In 1920-ALA endorsed the "Certain Standards" and published, 38 page high school library standards booklet. In 1925 Elementary School Library Standards was

formed by NEA and ALA. In 1939-Middle States Association developed “Evaluative Criteria” for school libraries. In 1941 ALA and NEA joint committee created statement of principles. In 1945 ALA published ‘School Libraries for today and tomorrow’. In 1960- AASL under the auspices of ALA developed and published Standards for School Library Programs. In 1969-Standards for School Media Programs was published by AASL and NEA Department of Audiovisual Instruction (DAVI) and in 2007-AASL published ‘Standards for the 21st-Century Learner’ (Pond).

This practice of following a standard is at use in almost every countries in all over the world. But in India this practice is still not in use properly. Very few school libraries in our country are worth the name and can ever stand any comparison with their western counterparts. Considerable advancement has been made in several other allied areas but no such credible progress is perceptible in the sphere of school libraries. In India Mudalier Commission was the first which focused light on School Library and give some suggestions for the betterment of it (Ministry of Education).

Literature Search for this research work is to be done by analyzing different school library standards thoroughly and try to follow the guidelines they use in their standards. There are many model standards in different school libraries in different countries. And among them some have been reviewed very carefully to understand the principles they follow:

4.6 The IFLA/UNESCO School Library Manifesto

The school library in teaching and learning for all was published in 2000. It has been extremely well received all over the world and translated into many languages. The components which contribute to effective successful well-managed school libraries are the following: finance and budgeting, accommodation, resources, organization, staffing, library use, promotion. This manifesto gave guidelines for the different sections of a school library. These new guidelines have been produced to inform decision makers at national and local levels around the world, and to give support and guidance to the library community (IFLA -- IFLA/UNESCO School Library Manifesto 1999).

4.7 American Association of School Librarians (AASL)

‘Standards for the 21st-Century Learner’ offer vision for teaching and learning to both guide and beckon our profession as education leaders. They will both shape the library program and serve as a tool for school librarians to use to shape the learning of students in the school. This publication from AASL took an in-depth look at the strands of the Standards for the 21st-Century Learner and the indicators within those strands (AASL Standard Framework for Learners). It also answered such critical questions as how do the strands—the skills, dispositions in action, responsibilities, and self-assessment strategies—relate to one another? How to put the learning standards into action? This was a practical book with examples of how to maximize the application of the learning standards at different grade levels (Miller, Marilyn L; Miller).

4.8 Standards for New Mexico School Libraries

The mission of the New Mexico School Libraries Task Force is that every student in New Mexico schools (K-12) would have access to and become effective users of quality library services, collections, and programs. These standards were developed by the New Mexico Task Force for School Libraries in 1999-2000 and revised in the 2003. The New Mexico Task Force for School Libraries was formed in February 1999 to investigate ways to improve school library programs and services in New Mexico (New Mexico Task Force for School Libraries). Two types of standards were prepared, School library content standard for guiding the curriculum and School library programme standard refer to guidelines for providing staff, services, facilities, and resources (Small, Ruth V.; Snyder; New Mexico Task Force for School Libraries).

4.9 Texax School Library Programme

Here the standard is divided into six parts namely:

- i. Learner centered teaching and learning—Goal: To promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.
- ii. Learner centered programme leadership and management-- Goal: To demonstrate effective school library program leadership and management throughout the school, the district, and in local, state, and national activities and associations.
- iii. Learner centered technology and information Goal: To promote the success of all students and staff by facilitating the access, use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

- iv. Learner centered library environment—Goal: To provide design guidelines for facilities to allow for manipulation, production, and communication of information by all members of the learning community.
- v. Learner centered connection to the community -Goal: To provide information equity by working for universal literacy; defending intellectual freedom; preserving and making accessible the human record; ensuring access to print and electronic resources; connecting school faculty, staff and students to community resources and services as needed; and by connecting community members to school resources and services as appropriate.
- vi. Learner centered information science and librarianship --Goal: To promote the success of all students and staff by: providing information equity; working for universal literacy; defending intellectual freedom; preserving and making accessible the heritage of all cultures; and ensuring that equal access to resources in all formats is available for everyone (Texas State Library and Archives; Frances Gretes).

4.10 School Library Content Standards

The standards are designed to be age-appropriate guides for successful student learning in the 21st century, learning which is differentiated, collaborative, and integrated across all content areas. The standards outline what students are expected to know and be able to do. They are not intended to be taught in isolation or used as a teacher or librarian evaluation tool. The standards reflect the following common beliefs and support the national goal for all students to be college and career ready upon graduation from high school:

- i. Standard 1: Strand of Proficiency: Inquiry and Problem Solving: The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.
- ii. Standard 2: Strand of Proficiency: Multiple Literacies: The student will read, view, listen, speak and write to investigate, explore, create and communicate for academic and personal growth. Strand of Proficiency: Ethical Participation (South Dakota Library Association).

4.11 School Library Standards for California Public Schools, Kindergarten Through Grade Twelve

Here two types of standards are provided. a) School Library Standards for Students, b) School Library Program Standards and in the school library programme standards different library issues are being standardized. Like

- i. Staffing : The school library is staffed by a team consisting of a credentialed teacher librarian and paraprofessional support staff ,Credentialed teacher librarian, one full time per 785 students, Classified paraprofessional assistant: one full time at least 34 hours per week .
- ii. Access: The library is open to students 36 hours or more per week. The integrated library management system has online public access capabilities, Students in the library have Internet access. Number of computers in the school library: minimum of one class set of networked computers composed of at least 10 at an elementary school, 15 at a middle school, and 25 at a high school.
- iii. Teacher librarian responsibilities: The teacher librarian works directly with a whole class, small group, or individual students for instruction. Delivery of instruction: 20 or more hours per week. Library management: five hours per week.
- iv. Resources: Resources include print and digital materials (e.g., databases, audio books, e-books) that align with the curriculum, Online subscription databases: at least two, Print magazines in addition to those available electronically: a) 25 at an elementary school, b) 20 at a middle school, c) 15 at a high school; Currency: a) At least two-thirds of the collection is less than 15 years old, b) Books per student: 28; Collection development: Each year add the following number of books per student to the collection: a) one at an elementary school, b) one at a middle school c)one per two students at a high school.

Everhart, Nancy said in his article in ‘the Journal School Library Journal’ that a library standard should be maintained by every state to maintain a uniformity in the whole country. He also suggests a model which may be followed in preparing a school library standard (California State Board of Education).

5.0 Conclusion

By observing as well as analyzing deeply all the data gathered about the past investigations, it may be concluded that although several researches have been conducted on different issues like school library objective, rules and regulations, management, development and school library standard. It is also found that in different countries (mostly in developed countries) standards were there for school library and they tried to follow the guidelines for the improvement of school libraries and that’s why an equilibrium is maintained in the

school libraries. But in the developing countries like India the situation is different. As there is no proper standard for the school library, no equilibrium is maintained in this country.

A critical analysis of the observations, revealed through the previous researches, concerned with the area of this research, has brought out a notable knowledge gap in the area. This objective condition had prompted this researcher to undertake a comprehensive study on the issue of designing and development of a standard for school library.

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