

APPLICATION OF LIBRARY 2.0 FOR THE ENHANCEMENT OF QUALITY EDUCATION AND QUALITY RESULTS: KENDRIYA VIDYALAYAS OF KV BILASPUR CLUSTER PERSPECTIVE

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ABSTRACT

The present research paper is based on the seven Kendriya Vidyalaya's libraries of Bilaspur cluster. This revealed that quality education and quality results enhanced by using the activities of library 2.0. This has been explained by using tables and graphs. The library 2.0 activities have been explained. The statistical method has been applied to prove the hypothesis. User's feedback on the execution of these services has been appended. The present research paper is based on seven libraries of Kendriya Vidyalaya Bilaspur cluster. The result and pass percentage of current academic session has also been tabulated.

Keywords : *Library 2.0, Enhancement, Quality Education, Result, Kendriya Vidyalaya, Cluster Libraries, Bilaspur, Library Web Blogs, Library Resources, Library Services, KVS Library Guidelines and Policy*

1. Introduction

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

–National Knowledge Commission, 2005

Kendriya Vidyalaya Sangathan (KVS) is the premier institution which pursues excellence and sets the pace in the field of school education in the country by promoting national integration and a sense of "Indianness" among the children while ensuring their total personality development and academic excellence. Kendriya Vidyalayas are in the fore front of integrating innovative ideas and up-to-date technologies in teaching and learning.

The libraries in Kendriya Vidyalayas are considered as the nerve centers of knowledge which serve the students and staff members with needed information resources and act as vital partners in the collaborative learning activities. The role of libraries in the academic achievement of students is indisputable. In the present 21st century learning environment, students need to be equipped with essential skills that make them effective seekers, evaluators and creators of information available in myriad formats.

The KVS Library Policy 2012 is aimed at developing a working framework and to guide the librarians and administrators for the effective organization and management of library systems in Kendriya Vidyalayas all over the country. It provides guidelines to establish school libraries with relevant resources, user-oriented services and modern technologies. The Policy intends to equip the students and staff members with the information literacy skills required to face the 54 challenges of the emerging knowledge society. These guidelines are formulated based on the previous KVS Library Policy (2008), CBSE: Organizing

School Libraries Manuel (1998), IFLA/UNESCO School Library Guidelines (2002), National Curriculum Framework (2005) National Knowledge Commission recommendations on Libraries (2008) and a number of other international school library guidelines.

The library is centrally located so that users easily approach and saves valuable time. Kendriya Vidyalays observe library periods class and section wise. It is one periods per class and section per week, hence it enables every student of vidyalaya to approach library at least once a week. Students maintain library note book up to class IX as per Library policy of KVS HQ New Delhi.

2. Objectives of the School Library

- Supporting and enhancing educational goals as outlined in Kendriya Vidyalaya Sangathan's mission and curriculum.
- Be the knowledge hub of the school and disseminate knowledge as widely as possible.
- Provide a curriculum-based, flexibly scheduled, open access learning environment that accommodates all learners.
- Facilitate creation of new knowledge.
- Facilitate optimal use of knowledge by all staff and students.
- Encourage and foster reading habit among staff and students.
- Effectively participate in the teaching-learning programmes of the school.
- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.

The school library fulfils these objectives by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

Library 2.0

Web 2.0 is an attempt to make the web much more public. Participation, trust, collaboration and experience are key principles of Web 2.0. It is user friendly and user-centered.

The library explores the potential and reach of web 2.0 applications like, blogs, wikis, social networking, social bookmarking, RSS, Instant messaging, etc. The application of web 2.0 in libraries germinated the term "Library 2.0".

3. Library Blog

Library Web Blog is a handy web 2.0 tool for library professionals, which can act as an information and publicity tool, a feedback instrument, an interactive and collaborative learning medium and a channel for library promotion.

The library creates its own blog through which it can collect, organize and disseminate online resources useful for students and teachers effectively. The library blog will act as a digital interface to the library. The school website should have a page for the library with all basic library information and links to library blog.

This features and various tools of library 2.0 helps traditional libraries to convert in to modern libraries. ICT has now become integral part of these libraries which involves to execute specialized services such as "CAS", SDI" and other library services in a very effective way, which in turn yield the qualitative education and quality-oriented results of students. These libraries have been renamed as

“Library Media Centre” due to integration of these services to students and teachers. The success also depends upon effective and optimum utilization of these updated resources and services of libraries. ICT based services have already been incorporated in these libraries of Kendriya Vidyalaya Bilaspur Cluster.

For instance, URL of Kendriya Vidyalaya Bilaspur library is:

- <https://lmcbilaspur.wordpress.com>
- <https://kvbilaspurlibrary.wordpress.com>

The above-mentioned library web blog which is an example of Library 2.0, contains almost all the resources and services desired by the users such as Curriculum, split up of Syllabus, Sample Papers, Study Materials, General Knowledge, CAS, SDI, latest happenings of the vidyalaya, library statistics, images, online stories, learning indicators, important link to educational institutions and boards like NCERT, CBSE, KVS, IIT etc. Students gather their information in a very shortest possible time thereby saving very useful time of users, hence fourth law of Library Science “Save the time of Reader” gets satisfied.

4. Hypothesis

1. The provision and proper execution of activities of Library 2.0 enhance the quality of education as well as quality of results of students.
2. There is significant relationship between these cluster libraries and procurement, execution of activities of library 2.0

5. Variables

The variables are listed below. Sample size is 407. Of these samples 7 were Librarians, 48 were Teachers and 352 were students. This cluster of KV Bilaspur consists of seven Kendriya Vidyalayas.

1. Library 2.0
2. Quality Education
3. Quality Results
4. Library Blogs
5. Internet

6. Techniques

The following technique used for testing hypothesis for the enhancement of quality of education and result. The statistical testing has been applied on the collection of data from these cluster libraries of Bilaspur.

The statistical method used to test this qualitative study. It is applied on the data received from cluster libraries of Bilaspur Cluster of Kendriya Vidyalayas. It was applied on the application of activities of Library 2.0 of these libraries.

The respondents include Librarians, Teachers and Students of these cluster libraries. They have been given questionnaire. Librarians have also been interviewed on various resources and services leading to quality in terms of education and results of the students.

Respondent	Library 2.0	
	Yes	No
Librarians	7	0
Teachers	48	2
Students	352	8

Table 1: Provision of Library 2.0 in the KV Bilaspur Cluster Libraries. Majority of users have agreed upon using this tool for quality education as well as for quality results of students.

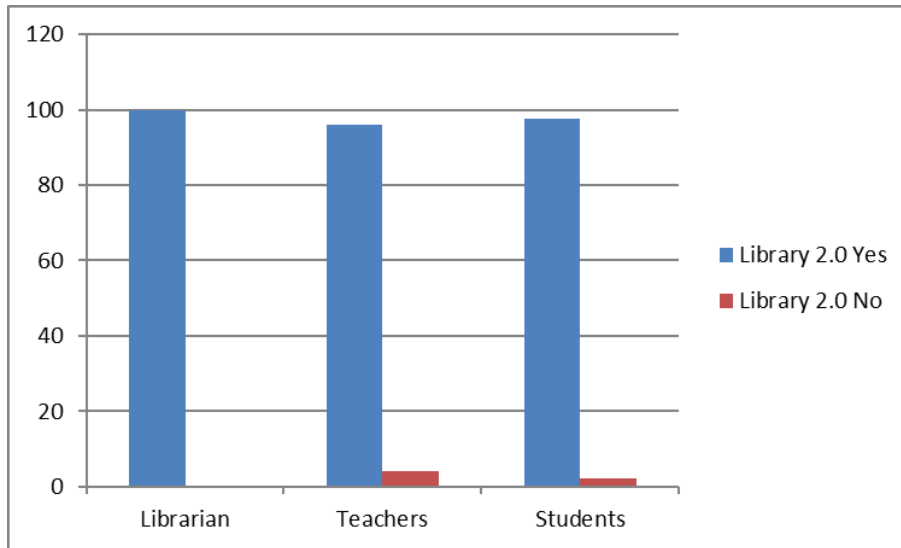


Fig 1 indicates that majority of the cluster libraries have procured and executing the provision of library 2.0 which is more than 90%.

Effectiveness of Library 2.0				
User's Response	Very Effective	Less Effective	Not effective	Total
Librarian	93.33%	6.66%	0	30
Teachers	94.41%	5.55%	0	108
Students	99.79%	0.20%	0	981

Table 2. Effectiveness of Library 2.0. Users' response indicates its effectiveness which has been more than 93%. Only few went with less effective which is very low 5 % to 6 % only.

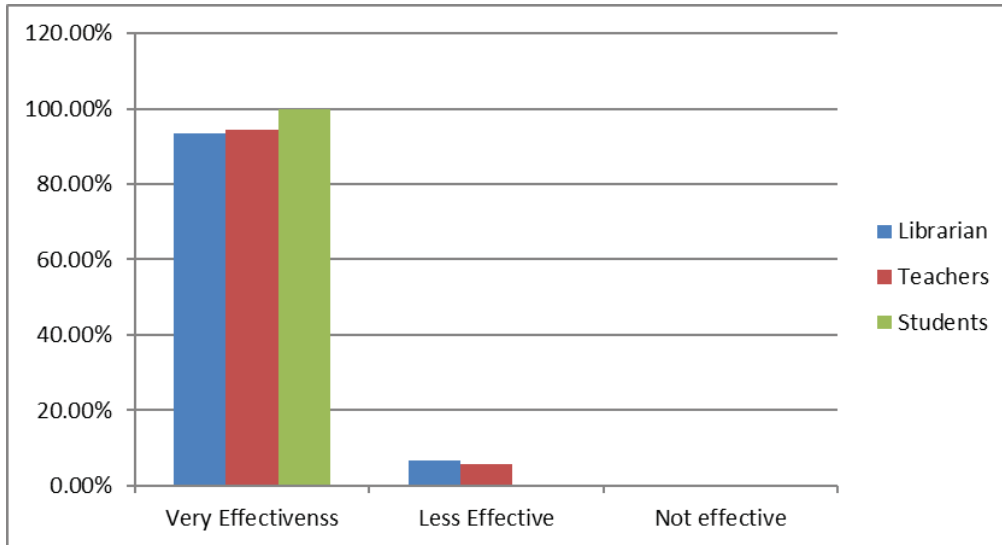


Fig 2: Effectiveness of Library 2.0 reveals that respondent agreed on very effective in terms of outcome of these activities of Library 2.0 which is more than 95%, hence the hypothesis the provision and proper execution of activities of Library 2.0 enhance the quality of education as well as quality of results of students accepted.

Library Blogs - Implementation of Library 2.0

Respondent	Blog		Total Cluster Libraries
	Yes	No	
KV Bilaspur Cluster Libraries			
Librarian	6	1	7

Table 3: Construction of Library web blogs by the cluster libraries Majority of these luster libraries have been constructed the library web blogs where as in one case it is under construction. These data have been procured from the cluster libraries of Bilaspur namely KV Bilaspur, KV Raigarh, KV Janjgir-Champa, KV Kavardha, KV NTPC Korba, KV Kusmunda and KV BCPP Korba.

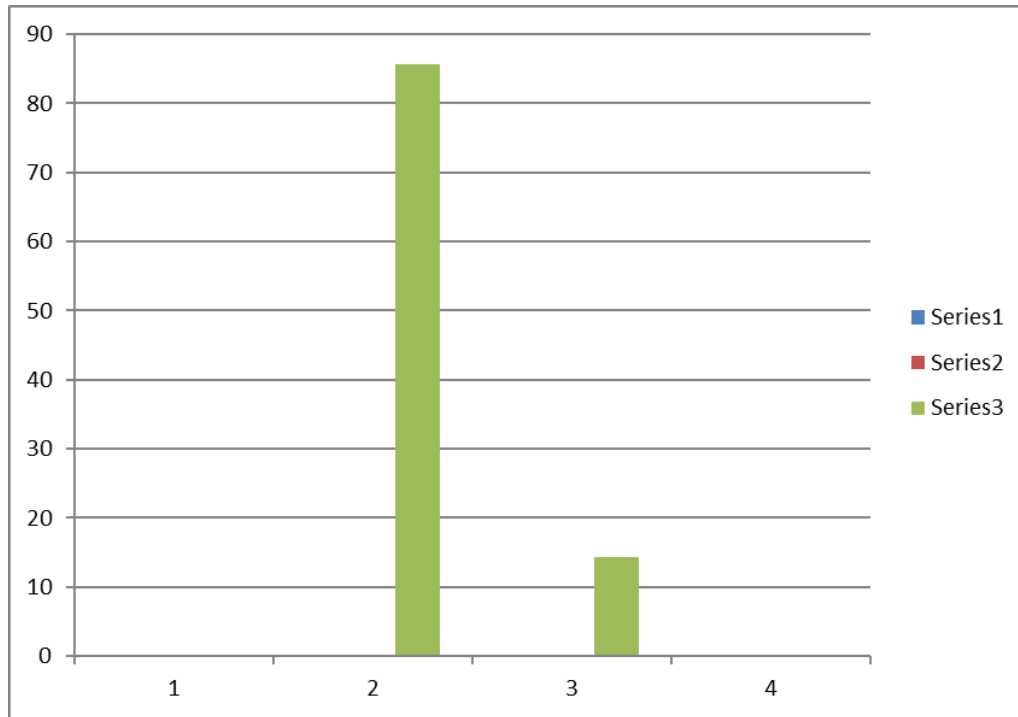


Fig.3: Data analysis reveals majority of cluster libraries are using Library web blogs for storing and dissemination of information and making available through blogs. Series 1 to Series 3 are respondents i.e. Librarians, Teachers, Students.

Hence, the hypothesis provision and proper execution of activities of Library 2.0 enhance the quality of education as well as quality of results of students is accepted. There is significant relationship also found between these cluster libraries and procurement, execution of activities of library 2.0 hence this hypothesis also accepted.

This majority of services are computer based and are being provided during the library periods. These also include the provision of specialized services such as CAS and SDI. They are provided with the current contents and latest resources and services. For the subject oriented and selective dissemination of information, separate user profiles have been created and these have been matching with their profile and

demand subsequently through the application of Internet/e-mails the intimation being sent to the concerned users and subsequently they satisfy and procure their requirement at the shortest possible time.

Ranking of Library 2.0 activities by the cluster libraries

(E = Excellent, VG = Very Good, G = Good, AV= Average)

Sl. No.	Services	KV Bilaspur	KV Korba NTPC	KV Korba BCPP	KV Kusmunda	KV Raigarh	KV Janjgir Champa	KV Kavardha
01	Library web blogs	E	VG	VG	VG	VG	VG	VG
02	e-newsletter	E	G	G	G	G	G	VG
03	Internet based services	E	E	E	E	E	E	E
04	Specialized Services	E	VG	VG	E	VG	VG	E

Table 4 reveals that majority of cluster libraries agreed and providing the library 2.0 based services subsequently users are accessing desired demand of information very quickly, pin pointedly, comprehensively enhancing the quality in many aspects.

Respondents Category	Yes	No
Librarian	92.85%	7.14%
Teachers	96.29%	3.70%
Students	98.06%	1.93%
All Respondents	97.76%	2.24%

Table 5: This table reveals the Use of Internet facility has been very high and effectively it has been more than 97% as per reply of all the respondents. Hence both the above-mentioned hypothesis accepted.

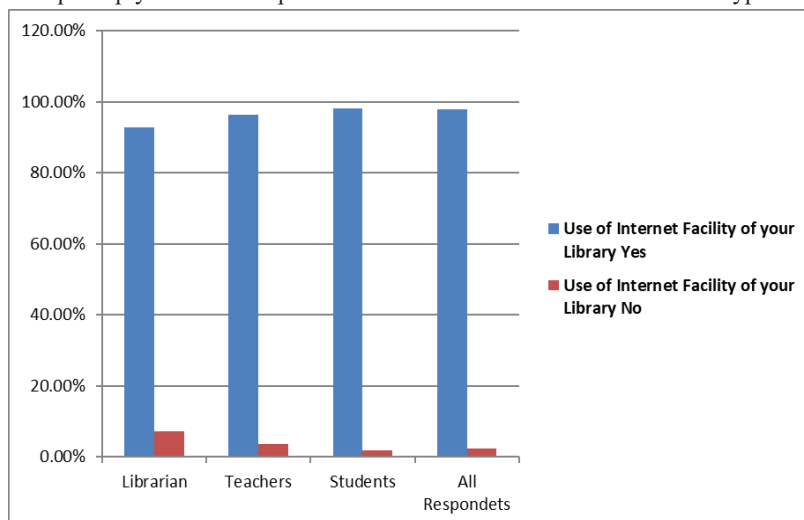
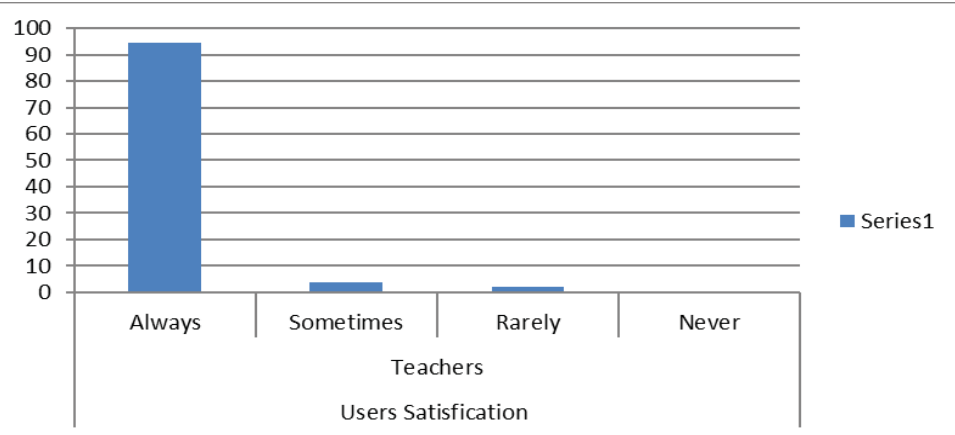
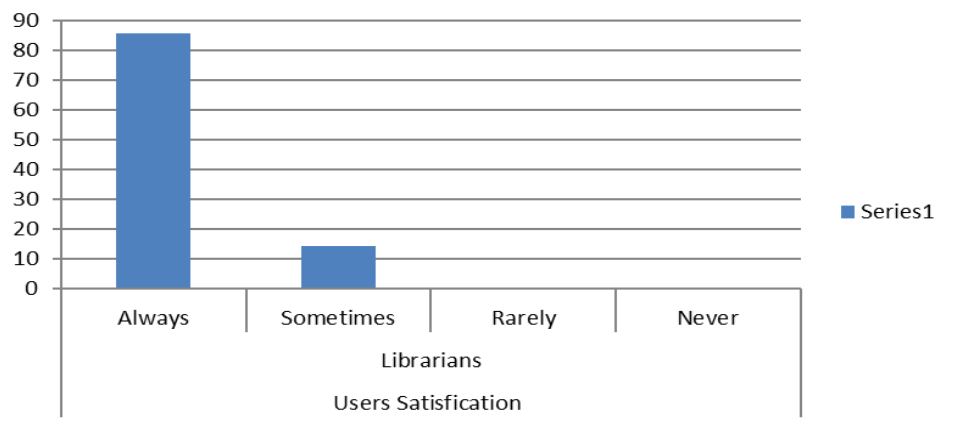


Fig 5 reveals the majority of respondents agreed on effective use of Internet facility of library resource centre

Users Satisfaction			
Teachers			
Always	Sometimes	Rarely	Never
94.44	3.7	1.85	0
Users Satisfaction			
Students			
Always	Sometimes	Rarely	Never
97.96	1.93	0.1	0
Users Satisfaction			
Librarians			
Always	Sometimes	Rarely	Never
85.71	14.28	0	0



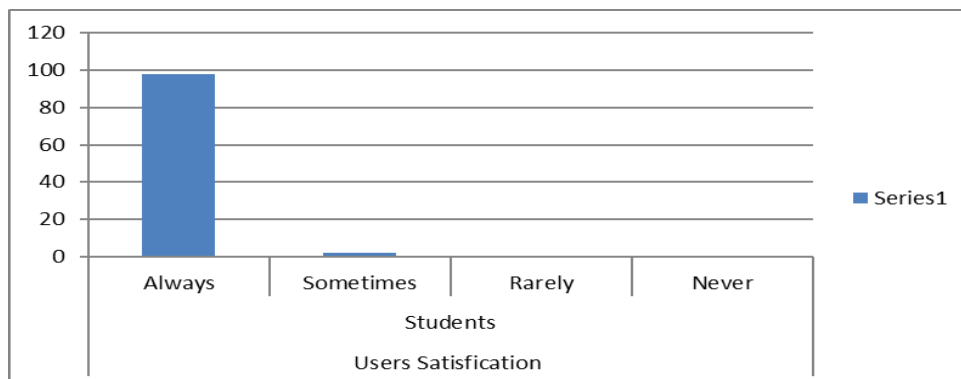


Fig 6 showing User's satisfactions on these provisions of Library 2.0. More than 90% respondents shown satisfactions upon execution of these services.

7. Execution

The following methodology applied in order to know the enhancement of quality aspect of result and quality education through the application of these tools. We have conducted library classes, orientation programmes to users, celebration of National library events such as National Librarian's day and National Library week to disseminate the services to students and teachers. During Morning Assembly users were informed about these tools and its significance.

Library Periods: During this phase regular classes were taken where in all the activities of library 2.0 performed for speedy solutions of user's demands. These classes were taken throughout the academic session.

Conducting Test: After having sessions and subsequent execution of these tools to users their results were evaluated in terms of quality and their feedback was also taken. This helps us to know importance of such tools to enhance the quality results of students and further scope to update these tools.

Respondents	Results with Quality	
	Class X Board	Class XII Board
Librarians	100%	100%
Teachers	100%	100%

Table 7 shows the results of students with quality in Academic Session 2018-19

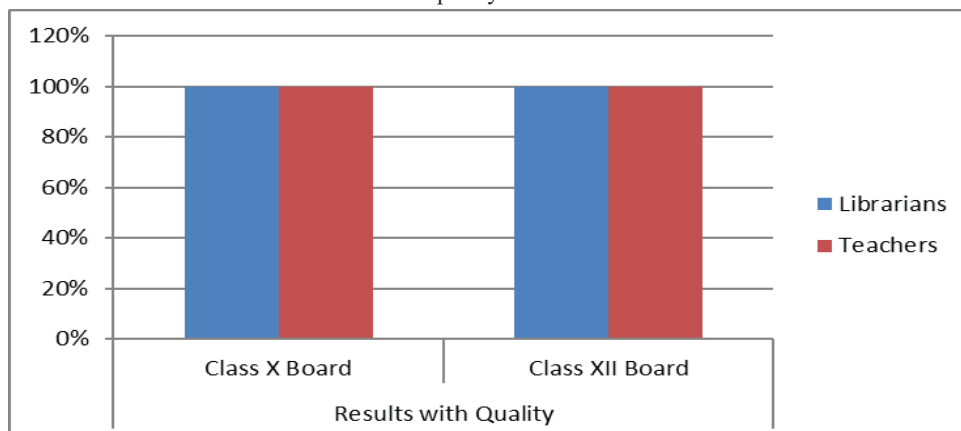


Fig 7 indicated the 100% quality results of Board Classes in Academic Session 2018-19

8. Findings

The present research paper indicates that these libraries are procuring and executing the Library 2.0 activities. The major activities of these libraries under this tool are creation of Library Web Blog 2.0 for storing, processing and accessing of information. The current academic results were 100% for the board classes.

- This provision enables users to save time which is very valuable and obtain desired information very quickly.
- It has been cost effective. Most of these library web blogs are free of cost.
- They are imparting internet based specialized services such as CAS, SDI for satisfying the subject oriented specific requirement of readers.
- Its cost effective and no extra cost is required.
- Users of these cluster libraries were found highly satisfied with the services and resources.

9. Suggestions

These libraries need to strengthen the networking aspect, which does not exist. The networking of these libraries will enable the services like resource sharing and can save time and money. Through networking they can avoid duplication of work; they should also implement the e-newsletter to reflect the recent happening of the vidyalaya qualitatively.

10. Conclusion

The application of various library sources and specialized services of provision of Library 2.0 enhanced the quality with respect to education and results of students. Students were able to uplift their reading habits. Since these activities solve user's requirements in very shortest possible time, hence they were in a position to save their valuable time. Students, by using these activities users not only updated their skills but also excel in Olympiad and competitive exams. Hence it can be stated that with the application of library 2.0 activities users were highly benefitted.

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